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ABSTRACT

This U.S. history curriculum guide, based upon the historical essays written by Richard B. Bernstein, is intended for students in grades 9 - 12 and refines and extends the understanding of U.S. history that students have acquired to date. Students are challenged to venture into historical explorations and analyses in order to compare and contrast historians' changing explanations of the past, and to engage in the various forms of historical data and evidence. The guide is divided into twelve units: (1) "A World of Their Own: The Americas to 1500"; (2) "Contact: Europe and America Meet, 1492-1620"; (3) "The Founding of New Societies, 1607-1763"; (4) "What Was the American Revolution? 1760-1836"; (5) "The Ambiguous Democracy, 1800-1848"; (6) "'Now We Are Engaged in a Great Civil War,' 1848-1880"; (7) "'What, Then, is This American?' 1865-1900"; (8) "Waves of Reform, 1880-1921"; (9) "Boom and Bust, 1921-1933"; (10) "The Age of Franklin D. Roosevelt, 1933-1945"; (11) "Leader of the Free World, 1945-1975"; and (12) "A Nation in Quandary, 1975--." Each unit is comprised of the content to be covered, a teacher's rationale, a table of contents, and detailed lessons and activities. (LB)

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CROSSROADS

A K-16 American History Curriculum

The High School Curriculum

A joint project of the Niskayuna School District and The Sage Colleges

Made possible with the assistance of the
Fund for the Improvement and Reform of Schools and Teaching (FIRST) of the
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Council for Citizenship Education, Russell Sage College
Troy, New York

CROSSROADS: A K-16 American History Curriculum

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Preface

In 1992, The Sage Colleges (Troy, NY) and the Niskayuna School District (Niskayuna, NY) received a three-year grant from the Fund for the Improvement and Reform of Schools and Teaching (FIRST) of the U.S. Department of Education to develop a seamless K-16 curriculum in American history. The curriculum, called *Crossroads*, is composed of thirty-six units equally distributed among elementary, middle, and high school grade levels, as well as course syllabii for preservice social studies educators on the subjects of American history and history education. The curriculum is chronologically organized into twelve historical periods--each covered by a unit at each of the three grade levels.

Each unit begins with an essay on the history and historiography of the period written by the project historian, Richard B. Bernstein, an Associate of the Council for Citizenship Education at The Sage Colleges and an adjunct faculty member at New York Law School and distinguished historian. The unit plans were then written by teams of Niskayuna and Sage teachers after a year-long seminar in American history and historiography with Professor Bernstein. Following their preparation, elementary and middle school units were field tested within the Niskayuna District and in the Albany City School District. The middle school curriculum was also field tested in two Ohio districts. All units were reviewed by an advisory panel. The project is directed by Stephen L. Schechter, a Professor of Political Science and Director of the Council for Citizenship Education at The Sage Colleges, and by Henry E. Mueller, Niskayuna Middle School Social Studies Coordinator. The project is administered by the Council for Citizenship Education.

Developed by the Niskayuna-Sage partnership, the "crossroads" model of curriculum development begins with three strategic junctures of history education: (1) at grades seven and eight, where a natural "crossroads" already exists between elementary and secondary education, between childhood and adolescence, and between an interest in the concrete and a capacity to grapple with the abstract; (2) in the first year of postsecondary education, where students are taking surveys of American history, government, and education which can provide a critical juncture between secondary and postsecondary education; and (3) in capstone experiences of postsecondary education, notably social studies methods and student teaching, in which students experience another transition, this time between their undergraduate experience in postsecondary education and the prospect of a teaching career rich in lifelong learning experiences.

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CROSSROADS

Introduction: The High School Curriculum

The high school CROSSROADS curriculum is the product of the collaboration among high school social studies teachers in the Niskayuna School District, Russell Sage College faculty members representing teacher education, political science, and history, and the project historian, Richard B. Bernstein. Covering one year, the high school's twelve-unit chronological American history curriculum parallels the CROSSROADS *Essays in American History* and builds upon the middle level CROSSROADS curriculum.

Guidelines for Selecting and Organizing Content and Experiences

The combined high school and college team agreed upon three criteria which were to be considered when writing the individual units. These criteria related to (a) the nature of the learner, (b) the structure of the discipline of history, and (c) the context of the school.

A. The Learner

Curriculum should reflect the most current thinking about how people learn and the cognitive, personal, and social and emotional development of adolescents.

1. All of the units are structured in ways that permit students to construct their own understandings of the past. This reflects the constructivist approach to learning. The suggested activities in most instances allow the student to construct knowledge using multiple pathways, reflecting the construct of multiple intelligences.
2. Many of the activities allow for individual choice and both independent and small group methodologies. These reflect the adolescent's needs for independence and social affiliation with peers.
3. Several activities require the student to either play a role or participate in a debate. Both require the ability to step outside personal experience and beliefs and take on another life and belief. The adolescent is quite capable of this type of reflective thinking and indeed enjoys it.
4. All of the lessons begin with a rather detailed set procedure reflecting the belief that learning takes place best when students are provided with an advanced organizer which establishes the scope of the curriculum and the way in which they are to think about the content.

B. The History Discipline

The curriculum is based in the discipline of history and organized in a special design.

1. The substance of history, like all disciplined bodies of knowledge, has a unique structure. The characteristics of the structure are clarified in Part II of the

Introduction to the *CROSSROADS Essays in American History*. Each lesson is built around the most powerful concepts and content which we feel best identifies the themes which run through all historical discourse; and as often as possible the accompanying activities require the students to inquire as historians.

2. While the lessons in each unit can stand on their own without having to depend upon prior study for the attainment of lesson objectives, the concepts developed within the middle level *CROSSROADS* curriculum are revisited in the high school curriculum at a higher level and different content and activities are suggested to avoid repetition.

C. The School Context

The organization of high schools and the curriculum standards of states vary; consequently, a national curriculum must consider the context in which it will be implemented. Nonetheless, we make several assumptions about the classroom as an active learning environment.

1. All suggested lesson/activities in each unit assume heterogenous grouping of students.
2. Lessons are designed to enable adaptation of content and methodologies.
3. While textbooks may be used as supplemental resources they are not necessary. Locally created resources and primary documents are the major sources of content and experiences.
4. Whenever appropriate, integration across subject matter is suggested.
5. A variety of performances and products are embedded within the lesson/activities which allow for authentic assessment. The rubrics for scoring the various student performances and products are left for teacher and students to construct jointly to meet the local standards.
6. For the vast majority of students this will be the last formal study of American history; therefore, all lessons require students to actively engage with material in some constructive way. Teacher lecture is minimized in an effort to avoid the problems created by different academic preparation of teachers.

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Organization of the High School Curriculum

In designing this curriculum, as with the earlier components of the CROSSROADS project, we have adopted a chronological structure for American history. Our decision is not, and should not be seen as, a requirement that students memorize dates for the mere sake of the rote exercise. Rather, chronology remains a valuable historical and pedagogical tool -- if we teach it *as* a tool for students to use to organize their historical knowledge. Because students at the middle-school level have mastered the details of historical chronology, students at the secondary-school level can put that knowledge to work in mastering the curriculum's methodological ideas about what historians do and how they do what they do.

The following chronological framework structures the CROSSROADS American history curriculum:

1. A World of Their Own: The Americas to 1500
2. Contact: Europe and America Meet, 1492-1620
3. The Founding of New Societies, 1607-1763
4. What Was the American Revolution?: 1760-1836
5. The Ambiguous Democracy in America, 1800-1848
6. "Now we are engaged in a great civil war": 1848-1880
7. "What, then, is this American?": 1865-1900
8. Waves of Reform, 1880-1921
9. Boom and Bust, 1921-1933
10. The Age of Franklin D. Roosevelt, 1933-1945
11. "Leader of the Free World": 1945-1975
12. A Nation in Quandary, 1975--

We also have developed a set of eight "Topics of Continuity and Change" that students should carry with them, both as they proceed through the stages of their education and once they are adults. We have tried to identify themes that are both essential to general historical inquiry and particularly applicable to the study of American history:

- A. Geography as the Setting of American History
- B. The Evolution of American Political Democracy
- C. The Evolution of American Political Ideas
- D. The Evolution of American Society
- E. The Question of a Distinctive American Culture
- F. America as a Gathering of Peoples and Cultures
- G. The Development of an American Economy
- H. The Changing Role of America in the World

These themes evolve over time, of course; some are more important in certain periods, and less important in other periods. Moreover, they do not exist in isolation; they interact with one another, shape one another, and occasionally reinforce one another. The following paragraphs sketch how each substantive theme evolves over time, and how the eight themes interact and often interconnect within the twelve chronological units:

A. Geography as the Setting of American History

As the poet Robert Frost put it, "This land was ours before we were the land's." American history, among other things, is the evolving story of how the American people interacted with the North American continent -- how American Indians sought to live in harmony with it, how European settlers and their American descendants sought to populate and tame it -- and then to conserve it, and how the geographical facts of America shaped the Americans' understandings of themselves and their place in the world.

* First, the existence of a vast "new" continent suggested the inexhaustible richness of America -- in arable land, potable water, navigable rivers and streams, and organic (timber, animal furs) and mineral (gold, silver, iron, petroleum) wealth. The assumption that the riches of America were without practical limit drove the westward settlement of the continent (including colonization, settlement, development, wars of territorial acquisition) and shaped the many ways in which Americans used or wasted those resources. As noted below, not until Americans began to realize that the vast natural resources of America were limited did Americans also began to take seriously the obligation to care for the environment.

* Second, until the development of airplanes, rockets, and missiles, Americans believed that two vast oceans isolated the American continents from the great wars of Europe and Asia. This sense of geographic insulation fostered Americans' sense of their own nation as a haven of liberty -- a view that, for most of our history, encouraged Americans to welcome immigration (though, as always, with varying views of the immigrants based on their race and ethnic origins). Geographic insulation also promoted a sense of geographic invulnerability, and thus furthered an American attitude towards world affairs that oscillated between cool indifference and arrogant preaching. Americans' arrogance especially manifested itself in the ways that the American nation dealt with its neighbors in North, Central, and South America, in particular after President James Monroe promulgated the Monroe Doctrine (1823), which warned European powers not to interfere in American concerns while providing a warrant (intended or not) for later *American* interference in the affairs of America's neighbors.

* Third, the sheer size of America dictated that there was, and could be, no comprehensive, all-embracing plan of settlement of the continent. The thirteen colonies were founded at different times, for different reasons, by different people, and the same pattern of diversity reasserts itself with respect to the founding, settling, and political development of the other thirty-seven states. Geography thus dictated that, throughout American history, American political development had to take account of a wide range of differing state and sectional interests, based on differing economies, ethnic origins, and cultural and religious values. Geography was thus a prime force behind the development of one of the key features of American politics -- federalism, the division of sovereignty (ultimate political power) among the federal government, the state governments, and the people.

* Fourth, Americans' belief in the seeming inexhaustibility of the nation's resources tended for many decades to prevent most Americans from paying attention to the effects they were having on the environment that they were taught to master. Only in the

1900s did Americans began to ask tough questions about the effects of industrialization, urbanization and suburbanization, and the development of the automobile and the airplane on the natural world. Geography, broadly conceived as a theme of American history, thus embraces the rise of a conservation movement, and then an environmental movement, pitting a new model of human beings as stewards of the natural world against the traditional model of human beings as masters of the natural world. In addition, until the late 1960s, the dominant view that the American continent existed to be developed and exploited by human beings warped white Americans' views of American Indians, relegating the continent's original inhabitants to the unenviable role of primitive savages. The growth of an environmental consciousness among more and more Americans gave new legitimacy to American Indians' criticisms of and opposition to development and exploitation of the land and its resources.

B. The Evolution of American Political Democracy

In understanding the evolution of American political democracy, we must *not* posit an inevitable march of democracy and progress -- or an equally invalid American fall from grace and innocence. The paradox of American political democracy is that, while America (both as British colonies and later as an independent nation) was by far the freest part of the Western world in whatever period, American democracy was at the same time deeply, agonizingly inconsistent. To cite two examples, the nation barred African-Americans from citizenship and suffrage (constitutionally, until Reconstruction; legally and practically, until the civil rights struggle of the 1950s and 1960s, if then) and excluded women (from suffrage, until 1920; from full equality under the law, to the present day).

American political development encompasses a variety of institutional frameworks and intellectual assumptions. The range of institutional frameworks includes the various Indian political systems, to the Spanish and British colonial empires, to the Articles of Confederation and the Constitution of 1787. The constitutional system itself changed character even within the nineteenth century, going from the antebellum Constitution of limited federal power, to the Civil War ordeal of the Constitution, to the activist Constitution of the Reconstruction era, to the late nineteenth-century Constitution of a permanent Union, subordinate states, and restrained federal power. Then, in the twentieth century, the constitutional system experienced the rise, first during the Progressive era and then in the era of Franklin D. Roosevelt, of the activist state; then endured an agonizing reappraisal and curtailment of activist government in the 1970s and 1980s; and, in the early 1990s, attempted a tentative revival of activist government -- only to confront renewed challenges to that idea in the second half of the decade.

Ideas about government -- its appropriate sphere of activity and its appropriate limits -- have mutated throughout American history. Although we address this subject more fully in the next subsection, we can understand the history of American political democracy as a succession of readjustments to such balances as:

1. national authority v. state sovereignty/rights
2. majority rule v. minority rights
3. democratic power v. judicial review
4. activist state v. individual liberty
5. traditional values v. individual liberty
6. separation of powers v. checks and balances
7. executive power v. congressional oversight

No matter what specific, time-based variations we may discern in the development of American political democracy, the American political system is a collection of ever-shifting balances held in delicate equipoise.

The evolution of American political democracy also entails the gradual expansion of what the historian Henry Adams called the "political population" -- that is, those who had the power to take part in governing themselves. Beginning in the colonial period and persisting into the early Republic, the political population encompassed (with a few local exceptions) white Christian males with a sufficient amount of property to establish their political independence. In the early and middle 1800s, the abolition of property qualifications and all but the broadest religious tests dramatically expanded the political population -- but barriers of race and sex still barred African-Americans and women from direct participation in politics. The Civil War and the Fifteenth Amendment broadened the political population further to include African-American men and men from other racial minorities (in theory). The desire for statehood drove many Western territories to recognize women as members of the political population, and in 1920 decades of struggle by women led to the Nineteenth Amendment, which brought women within the political population. Other reforms eliminated such bars to political participation as the poll tax (the last vestige of property requirements) and lowered the voting age to eighteen. This succession of hard-won reforms, most of which took the form of amendments to the Constitution, looks good on paper -- but students ought to consider whether these achievements are true victories for expanding democracy or only paper triumphs.

C. The Evolution of American Political Ideas

We identify eight major ideas that have driven American politics for centuries and that still drive American politics today:

i. liberty (or freedom)

The idea that human beings are free, that they are not owned (whether by other human beings or by society at large), that they have freedom to live their own lives and to decide what shape those lives ought to take is at the heart of the American political tradition and is what peoples in other lands focus on first in their understanding of American history. This theme pervades such notable documents as the Declaration of Independence (1776), Lincoln's Gettysburg Address (1863) and Second Inaugural Address (1865)¹, and the Rev. Dr. Martin

¹See Garry Wills, *Lincoln at Gettysburg: The Words that Remade America* (New York: Simon and Schuster, 1992).

Luther King, Jr.'s "I Have a Dream" speech (1963).

ii. individual rights

In a way a subset of the general concept of liberty or freedom, individual rights define limits on how government may interfere in the individual's life. For example, freedom of religion means that government may not tell us whether or how to practice our religious faith; freedoms of speech and press mean that government may not dictate or limit the views we express; criminal procedure rights are conditions that the government must satisfy before it can bring its weight down on us to punish us; and so forth. In the twentieth century, individual rights have expanded to include *affirmative* rights -- defined and protected by statute and by the constitutional doctrine of equal protection of the laws -- to such things as unemployment insurance and social security.

iii. equality

Explicit in the Declaration of Independence and implicit in the original Constitution, but first given explicit constitutional authority by the Fourteenth Amendment's equal protection clause, equality (the right to equal treatment) also has been a powerful American political idea -- as an actual condition of American life, as a goal toward which Americans aspired, or both. And yet the nature of American equality as an actual condition of life and as a national aspiration has always been subject to controversy. One vital question that students should confront in considering the theme of equality in American history is, "How sincere is the American aspirations to achieve equality for all the American people -- including those who differ in race, sex, ethnicity, religion, culture, or economic status from those Americans with political power?" This question is posed most starkly by the history of African-Americans' struggle for legal, political, and social equality, but it is equally challenging when applied to the historical experiences of such groups as women, non-Christian Americans, or Hispanic-Americans.

iv. the rule of law

The rule of law always has been a fundamental principle of American politics; it is also the basis for constitutional government (discussed immediately below). Although Americans' understandings of the nature of the rule of law have changed over time, Thomas Paine's proud boast that "in America the law is king" has been a centerpiece of American political ideology. The rule of law connects with equality, for anyone from the richest to the poorest expects the law to bind or protect him or her equally. The rule of law also is closely linked to individual rights, for rights are to be protected by such institutions as courts, which embody and defend the ideal of rule of law. And, of course, in the Anglo-American common-law tradition, the rule of law is generally regarded as the basic safeguard of the general concepts of liberty and freedom.

v. constitutional government

As the Harvard sociologist Daniel Bell has argued,² American contributions to the theory and practice of constitutional government may well be the most enduring American contributions to politics, and to human civilization. These contributions include the idea of a written constitution; the development of the constitutional convention as a means for writing constitutions; the invention of the ratifying convention or popular referendum as a means for the whole political population to decide whether to approve or reject constitutions; and the specific features of the Constitution of 1787 as amended -- separation of powers, checks and balances, constitutional protection of liberties and rights, limited government, effective government, constitutional change, and judicial review.

vi. the democratic republic

This phrase stands for the complex, evolving American model of a democratic republic, one based on the people, who elect (directly or indirectly) those to whom they entrust the power of government for limited periods. It also encompasses the development of the American political system, including the problematic growth of democracy (see Section B), the creative development of democratic politics, and the evolution of the federal system (see below).

vii. federalism

As noted in Section A, federalism was a consequence of American geography and the complex spectrum of interests and differences among the peoples of the several states. The task of dividing and balancing powers between the states and the federal government cannot achieve a final, permanently stable form; it must always remain in a delicate tension, responsive to the specific challenges of each period. The idea of federalism long has fascinated political theorists as a possible way to preserve the unity of political populations divided by religion, ethnicity, or culture; the American variant has become increasingly influential precisely because it seems over time to have accomplished those goals for the American people (see also Section F).

viii. judicial review

In some ways, judicial review -- the entrusting, to an unelected body of judges, of the power to interpret the Constitution to regulate the actions of the democratically-elected parts of the political system -- is the most remarkable American political invention. What most Americans do not understand is that three constraints hedge about the courts' authority to engage in judicial review -- (a) the requirement that judges explain and justify every assertion of this power; (b) the scrutiny of judges' exercises of this power by the rest of the government, the legal profession, and the people as a whole; and (c) the prospect, via the amending process,

²Daniel Bell, "The End of American Exceptionalism," in Daniel Bell, *The Winding Passage* (1980; New York: Harper Torchbook, 1981).

that the people (through their elected representatives at the national and state levels of government) might overturn a decision of the United States Supreme Court purporting to hand down an authoritative interpretation of the Constitution as reason for striking down action by the democratically-elected components of government.

These word-portraits of basic American political ideas are designed to convey their essences over time and suggest some of the ways they have changed over time. That their meaning subtly changes, and their relative importance shifts, over time are truisms of American history.

D. The Evolution of American Society

This theme intersects and weaves together other themes -- the diversity resulting from American geography (Section A), and from the coming together of a remarkable range of peoples and cultures (Section F); the evolution of American political democracy (Section B) and political ideas (Section C) as forces shaping the growth and development of society; the growth and development of a distinctive American culture as a component of society, drawing on and synthesizing the range of cultures brought to America (Section E); the influence on society of economic growth (the rise of an independent and healthy American economy -- Section G), diversification (the development of a range of industrial enterprises, and the gradual division of society into sections and regions, and into urban, rural, and suburban areas -- Sections A, C.vii, and G), and transformation (from an agricultural economy to an industrial economy to a postindustrial/service economy -- Section G).

Another important issue falls under this heading. Some historians argue that inquiries into the nation's social history should emphasize the development and evolution of class lines within the great body of the people; others reject a narrow, European-based definition of class as inapplicable to American life, without inquiring into the exact nature of this supposedly "classless" society. We seek a middle ground, rejecting old ideas of class (like those found in pre-1789 France) while nonetheless acknowledging the development and growth of social stratification in American life (though much simpler and less rigid than its European, Asian, or Latin American counterparts).

In general, social stratification based on birth -- the heart of which was a vague but socially important distinction between "gentlemen" and "the common sort" -- was a fact of life during the colonial period. It received its first abrupt and serious shocks during the Revolution and early national periods, was severely damaged during the years before the Civil War, and was shattered by the war and Reconstruction. Social stratification then achieved a new basis in the late nineteenth century: of wealth, entrepreneurship, ethnicity, and the rise of the professions and the new managerial middle class. On this basis, social stratification and diversification of society continued to grow and develop throughout the twentieth century. Barriers that excluded women and members of religious, racial, and ethnic minorities from the professions gradually diminished in power in the middle and late twentieth century (though never fading away). Still, Americans, whether consciously or unconsciously, continued to recognize and shape their lives by reference to such social distinctions as the kinds of jobs or

careers they pursued; the nature and extent of education they were able to amass; the places where they could afford to live; and the kinds of homes they had or cars they drove.

Essential to the evolution of American society as a theme of American history is the story of struggles by excluded groups -- notably African-Americans and women -- to break into the political population and the mainstream of American life. Though the civil-rights movement established the model for other modern rights campaigns, movements for rights, justice, and equality for excluded groups began long before the modern paradigm -- of legal challenges to existing barriers, social and political protest, and educational activism -- was established.³ These crusades had two components. At their core, at least at first, was a battle for legal equality and legal recognition of individual rights. Complementing and eventually overshadowing the legal battle was a larger social struggle, designed to capture the imagination and the allegiance of the general public by dramatizing the injustices suffered by the group seeking redress. This latter component of the struggle was driven by the recognition that legal equality was not full equality if it left undisturbed the social prejudices that lay at the root of discriminatory legal doctrines and practices.

E. The Question of a Distinctive American Culture

What is a national culture, and do Americans have one? Consider this tentative definition:

A nation's culture is its shared body of discrete ideas, patterns and habits of thought, customs, and modes of expression, all of which make up not only the nation's identity but its way of life, broadly defined. A national culture forms the set of conceptual lenses through which that nation's people views the world and their place in it, as well as their dealings with one another beyond the narrowly political and economic realms.

The eminent sociologist Seymour Martin Lipset wrote an influential book describing the United States as "the first new nation"⁴ -- that is, the first nation deliberately invented as a nation, lacking most traditional determinants of national identity. Because the American people chose to be a nation, one of the most important components of a distinctive American culture is American political culture, which includes institutional arrangements, political ideas and beliefs, and habits and patterns of political behavior.⁵

³For example, the abolitionist movement evolved side-by-side with the earliest campaigns for women's suffrage and women's rights; until the end of the Civil War these two movements acted in concert and nourished one another.

⁴Seymour Martin Lipset, *The First New Nation: The United States in Historical and Cultural Perspective* (1960; revised ed., New York: W.W. Norton, 1980).

⁵E.g., Michael Kammen, *A Machine That Would Go of Itself: The Constitution in American Culture* (New York: Alfred A. Knopf, 1986); Richard B. Bernstein with Kym S. Rice, *Are We to Be a Nation? The Making of the Constitution* (Cambridge, Mass.: Harvard University Press, 1987); Richard B. Bernstein (with Jerome Agel), *Amending America: If We Love the Constitution So Much, Why Do We Keep Trying to Change It?* (New York: Times Books, 1993).

But there is a distinctive American culture beyond its political component. It has developed in a three-stage process:

i. Americans prove that they have a culture.

Beginning in the colonial period and persisting into the years before the Civil War, Americans set out to prove to Europeans that they were not unlettered, provincial colonials existing on the edge of civilization -- that they, too, could achieve greatly in such fields as literature, art, science, and technology.

ii. Americans prove that they have their own culture.

Ironically, this stage (which dominated the period from the 1820s through the end of the nineteenth century and, to a lesser extent, well into the twentieth century) was the mirror-image of the first stage. Now Americans believed that they had to demonstrate, not that they had a culture at all, but that the culture they had was their own, independent creation rather than a derivative offshoot of Europe.

iii. Americans invent cultural forms, examples, and forces that influence world culture.

This stage, which began in the mid-nineteenth century⁶ and persists to this day, goes beyond the traditional forms of "high" culture such as written literature (novels, plays, short stories, essays, and so forth) and the fine arts (painting, sculpture, music). For example, the linked fields of science and technology are among the foremost examples of American culture reshaping the world. The list of American technological inventions and advances with world impact include achievements in energy and power generation and transmission (steam, electricity, nuclear power); communications (telegraph, telephone, motion pictures, radio, television); transportation (steam-powered ships capable of crossing oceans, automobiles, aircraft, spacecraft); information science (computers and electronic data storage); and military technology (nuclear and thermonuclear weapons, space satellites). Another cultural sphere in which the United States has transformed the world is popular culture -- the development and spread of mass media (motion pictures, radio, and television programming);⁷ music (ragtime, jazz, musical comedy, big bands, country & western, and the myriad forms of rock and roll); genre entertainment (mysteries, science fiction); fast food; clothing (for example, blue-jeans and T-shirts); and so forth.

⁶If we lump together political ideas, models, and practices as political culture, and in turn deem political culture a subset of culture, then this stage of American cultural history began, with respect to political culture, in the late eighteenth century.

⁷Note that television is culturally influential in two ways -- as a new technology of communication and as perhaps the single most successful medium of popular culture in human history.

F. America as a Gathering of Peoples and Cultures

American ethnic, religious, and cultural diversity are historical facts as old as the first European settlements -- older, if we keep in mind the extraordinary range of cultures among the American Indians. Franklin D. Roosevelt and John F. Kennedy are only two of the leading Americans who have had to remind their compatriots that we are all descendants of immigrants and that the United States is a nation of immigrants, all the stronger for its remarkable cultural, ethnic, racial, and religious diversity protected (at least in theory) by the Constitution, the Bill of Rights, and the Fourteenth Amendment.

This theme -- "America as a gathering of peoples and cultures" -- embodies a vitally important and deeply troubling paradox of American history. Immigration always has been the most important way that this gathering of peoples and cultures has taken place. For most of American history, Americans who were already here (except for the American Indians, who viewed the influx of European immigrants with apprehension and skepticism) cheerfully drew on immigration as an essential resource to continue the building of American society and the expansion of the American nation. And yet the celebration of immigration as a general concept has always coexisted uneasily with an often virulent dislike of and distrust for many of the major ethnic, racial, and religious groups that made up the successive waves of immigration. Nativist opposition to immigration is a recurring undercurrent of American political and social history; the groups that have been the focus of hostility, distrust, and persecution include immigrants from Ireland, Italy, Poland, Hungary, Southern and Eastern Europe, China, Japan, Korea, India, Puerto Rico and the Caribbean, and Africa; Catholics, Jews, Hindus, Buddhists, Confucians, believers in Shinto and Santeria; and so forth. Targets of persecution also include, and always have included, the oldest Americans -- American Indians, who (as noted earlier) until our own time were stigmatized as primitive savages incapable of becoming "civilized."

For much of the twentieth century, Americans celebrated the idea of the "melting pot" into which peoples from all over the world leaped, only to be poured out as Americans. In the last two decades, some Americans have suggested that the image of the melting pot be supplanted by that of the American mosaic. In the American mosaic, each ethnic, cultural, religious, or racial group retains its distinctive heritage and identity yet plays a vital part in creating a larger, more comprehensive American nation. The metaphor of the mosaic arguably may be closer to the spirit of the national motto ("E pluribus unum" -- or "out of many, one") than is the metaphor of the melting pot. But it has not yet prevailed in a nation where many Americans (themselves descendants of immigrants) still insist that newer immigrants must submerge themselves in a pre-existing "American" identity. The great challenge that faces the American republic, after more than two centuries of struggling with the challenges and the difficulties of diversity, is to work out a new consensus on the appropriate balance between the claims of different group identities and the goal of identifying an American common ground.

G. The Development of an American Economy

Today, in an age where Americans are increasingly concerned about the nation's ability to cope in a global economy, it is vital to address the history of the American economy -- how it began; how it developed over time, adapting to new challenges and new opportunities; how it gradually became an important part of the world economy; and what effects it has had on the other components of American history.

White Americans have long dismissed the economy of American Indians as a "primitive" economy, emphasizing hunting and gathering, only gradually adapting to include the cultivation of crops. Recent scholars have tried to redress the balance by redefining "primitive" to remove its pejorative connotations, by emphasizing the harmony between the economic life of American Indian nations and the environment, and by demonstrating how American Indians' advice to and education of European settlers was vital to the survival of those settlers.

From settlement to the American Revolution, the American economy was a "colonial" economy, in which the colonies provided raw materials (crops, iron ore, timber for ships, furs, cotton, and so forth) to -- and for the benefit of -- the mother country. The colonies had more direct economic contact with Great Britain, or its Caribbean possession, than they did with one another. One vital force leading to the American colonies' breach with the mother country was the colonists' growing resentment of their dependent, subsidiary role in the economic life of the British Empire.

The period between the Revolution and the Civil War witnessed the growth of a young national economy. Although still largely agricultural, the economy also fostered the development of manufacturing and industry (complemented by the rise of a fledgling labor movement). Serious and vigorous economic and political competition among the sections (North, South, and West) was a primary force shaping the development of American politics. At the same time, the nation slowly developed the foundations of a unified national economic system. This consolidation of American economic life was driven by such technological developments as the invention of the steamboat, the railroad, and the telegraph; by the development of new economic enterprises (e.g., railroad and telegraph systems) capitalizing on these technological advances; and by the linking of the nation's several regions through the construction of "internal improvements" such as canals and roads and toll bridges. The Union's possession of these economic advantages was a major factor in its victory over the Confederacy in the Civil War.

In the decades following the Civil War, the United States established itself as a major factor in the world economy. Development of new means of communication and transportation further knitted a national economy together, making possible the rise of great industrial enterprises. Legal ingenuity also assisted the growth of these enterprises by the development of such forms of organization as the business corporation, the trust, and the holding company. At the same time, this period witnessed the rise of dissatisfaction among American labor; craft and industrial workers attempted to organize themselves into unions to protect the rights of

individual workers from the disproportionately great and growing power of corporate management.

One driving force behind the Populist and Progressive Movements was the demand for government action either to break up consolidations of great wealth and economic power or to control the powers these consolidated entities wielded, to protect the worker and the consumer. Thus, in the 1890s, 1900s, and 1910s one of the great spheres of activity for government was the enactment of laws and the establishment of the first regulatory agencies to restrain the powers of business. In the 1920s and early 1930s, however, an aggressively pro-business climate led either to the retrenchment or the abandonment of these efforts.

The feverish growth of the economy in the 1920s, and the indifference to the potential drawbacks and weaknesses of that expansion, carried in their wake the catastrophe of the Great Depression (1929-1941), which in turn led to a profound shift in American thinking about the relationship between government and the economy. The programs of the New Deal at first focused on controlling the dangers and defects of economic competition; when these programs turned out to be constitutionally invalid and economically ineffective, the New Deal shifted emphasis to controlling the deleterious effects of an unregulated economy, establishing the "safety net" that has minimized the effects of later severe economic downturns.

The war years and the two decades that followed were the high-point of American economic history. Dazzled observers believed that the vigorous growth of the American economy was here to stay; they hailed the creation of a new middle class of well-paid industrial workers, middle managers, and professionals as the realization of the "American dream."

The period since the late 1960s has demonstrated that the "American dream" of the 1950s and 1960s was short-lived. Two clusters of developments spelled the end of Americans' dreams of continuing economic and social prosperity: First, in the late 1960s and early 1970s, a continuing climate of economic recession and industrial retrenchment led to the loss of thousands of jobs. Second, in the 1970s and early 1980s, American corporations seemed increasingly unable to compete with the industries and products of foreign competitors -- specifically German and Japanese electronics and automobile manufacturers. In particular, the successful Japanese challenge to the primacy of the American automobile industry spelled economic disaster, not just for the "big three" auto manufacturers, but also for the dozens of industries (for example, steel) dependent on a healthy domestic automobile industry. In the 1980s, many Americans believed that the "malaise" of the 1970s was at an end. But the 1980s was an era of feverish economic "growth" based not on the real flowering of productive industry but on the ever-more-frantic manipulations of corporate takeovers and stock manipulation. In the years following the 1987 stock-market crash, The 1980s' house of cards collapsed; worried observers suggested that the American economy's ills were perhaps endemic, and that it was necessary to reconceive what the goals and emphases of the nation's economic system should be. And yet, in the mid-1990s, the nation experienced either a right-wing shift or a spasmodic rejection of the Democratic policies of the early 1990s; either way, the form that political shift seemed to take included a sweeping rejection of governmental regulation and an equally sweeping embrace of free-market concepts.

H. The Changing Role of America in the World

The place of America in the world has changed dramatically since European explorers confirmed the existence of the American continents. America has been a potent and complex symbol -- of the possibilities of wealth and power; of the promise of freedom; of a haven for the persecuted, the homeless, and the stateless. The founding of new societies in the Americas has also helped to expand the world's intellectual horizons, to transform the economic life of the human race and create a truly global economy, and to provide a new and vigorous force in every aspect of world culture. But these profound American influences on world civilization have taken place (since 1776) through the world's framework of nation-states. And, in the modern era, efforts to come to grips with world problems most take account of concepts and doctrines of national sovereignty -- however outmoded such doctrines might appear to be in an era of global warming and environmental crisis. In this section, therefore, we find it necessary to emphasize the evolution of American foreign policy.

Americans always have been ambivalent about their nation's place in the world, veering between the desire to preach their own virtue as a model for the rest of the world and the equally strong desire to tell the rest of the world to go hang itself and leave the United States alone. As noted above, this complex and contradictory approach to America's place in the community of nations was shaped, in part, by geography -- the insulation of the Americas by two great oceans from the concerns of Europe and Asia. In part, as George Washington pointed out in his 1796 Farewell Address, it also was a matter of necessity, even of self-preservation -- a consequence of the initial exceptional status of the United States as a fledgling democratic republic in a world of hostile, monarchic world powers.

Thus, for much of American history before the twentieth century, the American republic was serenely indifferent to the rest of the world, except when the rest of the world impinged on American interests (as with Thomas Jefferson's disastrous embargo against European belligerents in 1807 or the equally disastrous War of 1812) or when an American neighbor possessed something that the American people wanted (for example, Great Britain possessing Canada [1812]; Mexico possessing Texas and California [1845-1848]; Spain possessing Puerto Rico and Cuba [1898]). Even when the United States "opened" Japan in 1853, the effort was undertaken largely because of American resentment that Japan would not offer port privileges to American whalers cruising the Pacific, or aid to whalers and commercial vessels experiencing difficulties near Japanese waters. The one great exception was the Monroe Doctrine (1823), and that was still a reassertion of the insulation of the New World from the greed and depredations of the Old World, however, much later administrations sought to distort it into a blank check authorizing the United States to dictate to its Latin American neighbors how they should govern themselves and how they should deal with their powerful American neighbor.

In the twentieth century, as European powers set out to carve empires for themselves in Africa and Asia, the United States at first decided to join the fray, albeit in the posture of a fair arbiter seeking to restrain European greed. The classic example was Secretary of State John Hay's Open Door policy for China (1900). And yet the arm's-length, idealistic component of

American thinking about world affairs was alive and well. Thus, when President Woodrow Wilson sought to dictate to the rest of the world how the victorious and vanquished powers of the First World War should behave toward one another, he was drawing on a diplomatic tradition as old as the Republic.

With the collapse of the Wilsonian initiative to rewrite the rules of world politics, the United States returned to its posture of serene indifference to the world beyond the Western Hemisphere. Only the development by Germany and Japan of the capacity to bring military power to bear across the previously impregnable shields of the Atlantic and Pacific Oceans persuaded the American people that they had to take a hand in world affairs.

In many ways, the Second World War was the high point of American participation in the community of nations. The United States, under the leadership of Franklin D. Roosevelt and Harry S. Truman, resurrected the Wilsonian ideals of a transformed world politics, to be purged of wars of aggression and colonial empires. Even the development of the Cold War (1945-1991) between the democratic West and the Communist East⁸ fitted well within the Wilsonian model of what the United States should do as a world power. The development of nuclear and thermonuclear arsenals created a new category on the international scene -- the superpower, a nation possessing the might to affect the lives of virtually every inhabitant of the planet. At first, the concept was used only in military terms, limiting the "superpower club" to two members, the United States and the U.S.S.R. In the 1980s, the idea of an economic superpower emerged, with Japan and Germany as leading exemplars.

The difficulty during the Cold War was that the United States soon discovered the limits of being a superpower. The risks of nuclear war made a titanic struggle to destroy the power of world Communism at best unpalatable. The inability to use conventional military power to foster democracy or to combat indigenous revolution (either under the banner of Communism or stigmatized as such by its adversaries) brought increasing frustration in its wake. If the Second World War became the model for Americans of a "good war," and a good foreign policy, the ambiguous Korean Conflict and the failed Vietnam Conflict became models for how not to conduct foreign policy.

Finally, the fall of the Soviet Union in 1991 removed the principal adversary of the United States and the "free world" from the arena of world politics, and in the process brought the Cold War to an end. The end of the Cold War also brought the promise of an end to many local and regional conflicts, such as the piecemeal efforts to achieve peace in the Middle East and in Northern Ireland. The great challenge facing the United States in particular, and the world in general, was to devise a new shape for world politics -- and a new role for the last remaining global superpower within the community of nations. The collapse of governments in Somalia and the Balkans suggested the gravity of this challenge, and the hesitant and uncertain responses of the Western nations to these challenges -- in particular, to the ongoing tragedy in Bosnia -- suggests just how difficult these challenges are, and the lack of any real

⁸The U.S.S.R., the Warsaw Pact nations, China, Cuba, and the Asian Communist nations of North Korea and North Vietnam.

answers to them.

Conclusion

These sets of themes and chronological periods were devised together and should be used together. Only if students perceive these themes' and periods' subtle interaction will they begin to grasp the complex texture of the American past and start to develop the skills we hope to foster: critical thinking, perceiving connections and differences, gathering and using historical evidence, and making and analyzing arguments.

OUTLINE

The summary discussions above, and the twelve chronological essays found in *CROSSROADS Essays in American History* by Richard B. Bernstein, are only introductions to the rich, complex, and challenging body of ideas, information, and interpretation that makes up American history today.⁹ In conclusion, we stress the point with which we began. Those who teach history, at whatever level and by whatever means, are partners in a common enterprise. We must work together to help one another in the challenging and vitally important task of preparing our students to understand the importance of the past both in and of itself and as a part of the present and the future.

Unit I: A WORLD OF THEIR OWN: AMERICA TO 1500s

Content and concepts:

1. Historians use a variety of methods, tools, and techniques to find out about the past.
2. Geography affects culture.
3. Indian tribes had their own histories, cultures, systems of government and laws, and understandings of how to live in the world.
4. The Americas before the arrival of European explorers, missionaries, settlers, and colonists were home to a remarkable range of societies and cultures.

These four concepts divide neatly between substantive and methodological. The first and second concepts emphasize historical methodology. Just as in the middle-school curriculum, the teacher can use Unit I to introduce his or her students to the mindset and methods of the historian. Throughout the high-school curriculum, the teacher should encourage students to think of themselves as historians exploring the past -- using the tools the profession has developed over time, gathering and assessing evidence, framing arguments, and so forth.

The third and fourth concepts actually span the full range of the eight themes at the core of the *CROSSROADS* curriculum. This unit will introduce students to a wide variety of societies different from their own, and, by giving them the opportunity to apply familiar analytical concepts to unfamiliar peoples and societies, will enable them to explore those societies' and peoples' ideas, customs, usages, economies, religions, and dealings with one another.

⁹Following the chronological essays is a detailed bibliographical essay; the works listed there have been chosen with an eye to accessibility, scholarly authority, and availability.

Unit II: CONTACT: EUROPE AND AMERICA MEET, 1492-1673

Content and concepts:

1. Many geographic, economic, technological, personal, and political factors having their roots in the decades and centuries before the 1490s induced Europeans to launch voyages of exploration and discovery.
2. The goals, purposes, and methods of the exploring European countries varied, reflecting the range of societies, cultures, and political systems that these countries possessed.
3. Many -- but not all -- Europeans viewed and experienced the process of contact with American Indians as a process by which more civilized Europeans conquered barbaric Americans Indians for the rightful possession of the fertile and rich American territories.
4. Many -- but not all -- Indians viewed and experienced the process of contact with European explorers, missionaries, and settlers as a process by which alien invaders shattered traditional cultures and ways of life.

Unit III: THE FOUNDING OF NEW SOCIETIES: 1607-1763

Content and concepts:

1. Geographic, economic, political, and social factors all shaped the development of the colonies.
2. Europeans settled in the colonies for a variety of reasons. They also founded the communities in a variety of ways.
3. Colonial society was monarchic. As a result, social rank was highly significant for both society as a whole and for the lives of individuals.
4. The societies founded by the colonists were diverse in terms of ethnicity, religion, government, and social rank.

Unit IV: WHAT WAS THE AMERICAN REVOLUTION? 1760-1836

Content and concepts:

1. The American Revolution had many causes -- political, economic, constitutional, social, legal, and ideological.
2. The American Revolution also had many effects -- political, economic, constitutional, social, legal, and ideological -- beyond the mere winning of independence from Great Britain.
3. Americans "revolutionized" their state and national constitutions.
4. The United States Constitution was a document of compromise, balance, and flexibility.
5. Challenges faced by the young nation led to broadened interpretations of the Constitution.

Unit V: THE AMBIGUOUS DEMOCRACY IN AMERICA: 1800-1848

Content and concepts:

1. Various concepts and practices of democracy flourished in this period -- first the elitist democracy of Jeffersonian America, then the broader and more turbulent democracy of the Jacksonian period, and finally a profusion of movements for social and political

reform in the 1840s.

2. Americans continued to struggle to devise the proper balance among the power of the federal government, the sovereignty of the states, and the rights of individuals.
3. As the nation more than doubled in size between 1800 and 1848, geographic, economic, political, and social differences among the North, South, and West spurred the growth of sectional rivalries and differences in interests.
4. A distinctive American culture flowered during this period, encompassing innovations in and contributions to science, technology (especially transportation and communication), literature, and philosophy.
5. Between the Treaty of Paris in 1783 and the Monroe Doctrine in 1823, the United States changed from a fragile new republic in a world of great powers to the dominant force in the Western Hemisphere -- while persisting in its indifference to European affairs.

Unit VI: "NOW WE ARE ENGAGED IN A GREAT CIVIL WAR": 1848-1880

Content and concepts:

1. The institution of slavery, which dehumanized African-Americans and exacerbated sectional tensions among North, South, and West, helped bring about the Civil War.
2. From the 1780s to the 1850s, politicians hammered out a series of compromises among the sections that preserved the Union and delayed the outbreak of civil war, but in the 1850s efforts to use compromise to stave off civil war became increasingly desperate and ineffective.
3. The Civil War transformed the nature and tools of war, the relations of individuals to their governments, and the lives of soldiers and civilians.
4. As President, Abraham Lincoln not only led the Union in the Civil War, but led the Union in the war of ideas and arguments with the Confederacy; after his death, his victory in that war helped make him a beloved national hero and the central figure in American political thought.
5. Reconstruction promised African-Americans a better way of life -- but Reconstruction failed by 1877, leading by the end of the century to the nation's abandonment of its African-American population and the rise of a segregated South.

Unit VII: "WHAT, THEN, IS THIS AMERICAN?": ca. 1865-1900

Content and concepts:

1. The rising tide of westward expansion shattered Indian civilizations in the American West, and gave rise to a thriving frontier civilization composed of such people as miners, cattlemen, and homesteaders.
2. The United States became an industrial giant due to the rapid development of manufacturing technology, the growth of industrial capital investment, and the expansive growth of the industrial work force.
3. The industrialization of the United States also led to the formation and growth of a labor union movement, as workers organized to defend their interests; the resulting conflict between management and labor threatened the nation's social peace and harmony.
4. In this period, the United States was inundated by successive waves of immigrants from Eastern, Central, and Southern Europe and from Asia; these newcomers rapidly

expanded the spectrum of American cultural, ethnic, and religious diversity but also faced ethnic and racial prejudice.

5. At the end of the 19th century, the United States was poised to assume a leadership role in the community of nations.

Unit VIII: WAVES OF REFORM: 1890s -- 1921

Content and concepts:

1. In the late nineteenth and early twentieth centuries, Populist and Progressive reformers exposed corruption, revitalized political institutions, regulated industry and commerce, attempted to cure social ills, extended political rights, and protected natural resources.
2. These waves of reform differed in their origins, goals, and methods, with Populists focusing on the agrarian Middle and Far West and Progressive becoming a largely urban movement. Populists and Progressives even differed among themselves as to what reforms the nation should undertake and whom those reforms should benefit.
3. In the first decades of the twentieth century, culminating with its entry into the First World War in 1917, the United States asserted a new leadership position in the world.
4. This new role raised several questions:
 - (i) Should the United States emulate the European great powers and become an imperial nation?
 - (ii) What relationship should the United States have with its Western Hemisphere neighbors?
 - (iii) Having reluctantly entered and helped to win the First World War, should the United States shoulder a major share of responsibility for world affairs by becoming a member of the League of Nations?

Unit IX: BOOM AND BUST: 1921-1933

Content and concepts:

1. Though Prohibition was supposed to make Americans more virtuous, sober, honest, and industrious, it actually led to lawlessness and corruption in American public and private life.
2. Changes in technologies of transportation and communication, in values and habits, and in economic life transformed the face of American life in the 1920s, confirming that the United States had become decisively an urban nation with a diverse population and spectrum of values.
3. The Stock Market Crash of 1929 was both the culmination of political, social, and economic forces that had gone out of control in the 1920s and the harbinger of a vast and deep economic slump that would dominate the 1930s.
4. The Great Depression dramatically changed the lives of most Americans, and began to change both their understanding of the economic system and the place of government in American life.

Unit X: THE AGE OF FRANKLIN D. ROOSEVELT: 1933-1945

Content and concepts:

1. Franklin D. Roosevelt's Administration changed the role of government in solving the nation's problems, and Roosevelt skillfully made the Presidency the focus of American

- public life.
2. The New Deal programs improved the lives of individual Americans during the Great Depression and transformed the role of the federal government in national life for half a century.
 3. The United States reluctantly found itself an increasingly important force in world politics in the 1930s, becoming the leading Allied power in the Second World War.
 4. The Second World War unleashed on the world by the Axis powers shattered the lives of millions of people around the world, and reached new levels of destructiveness, horror, and cruelty; at the same time, in large part because of the war aims of the United States and its allies, Americans continue to remember that war as "the good war."
 5. The development of the atomic bomb by the United States was a triumph of American scientific and technological endeavor; at the same time, the decision by President Harry S Truman to drop the atomic bombs on Japan to end the war in the Pacific was difficult and controversial.

Unit XI: LEADER OF THE FREE WORLD: 1945-1975

Content and concepts:

1. Beginning in 1946, the United States and the Soviet Union engaged in a Cold War that led to political and military confrontations around the world.
2. Postwar prosperity and the development of new technologies improved the lives of many Americans.
3. In the 1950s, African-Americans launched a diverse reform movement under the banner of Civil Rights, pursuing strategies of litigation, political action, and nonviolent resistance to establish their right to equal protection of the laws. This movement ultimately made great strides in achieving civil rights, and inspired other movements such as that for women's rights and equality, but many obstacles have blocked the achievement of full social and economic equality for African-Americans and women.
4. The Vietnam Conflict, a bitter struggle between the "free world" and Communist powers for political control of Asia, led to profound and bitter division in the United States.
5. A succession of hammer-blows between 1963 and 1974 -- the assassinations of President John F. Kennedy, Malcolm X, and Rev. Martin Luther King, Jr.; the collapse of the administration of President Lyndon B. Johnson in 1968; and the Watergate crisis that drove President Richard Nixon from office in 1974 -- shattered Americans' confidence in the nation's future.

Unit XII: A NATION IN QUANDARY: 1975 -- PRESENT

Content and concepts:

1. The succession of political and economic crises that dominated the 1970s continued to undermine Americans' faith in their political and economic systems.
2. In the 1980s, American politics and society experienced a profound conservative shift in values and political assumptions that, for the first time in half a century, questioned the basic assumptions of American public life.
3. The American economic system continued to experience relative decline when

compared with the economies of the Pacific Rim nations such as Japan and South Korea -- in particular, declines in the strength and competitiveness American manufacturing industries.

4. The collapse of the Soviet Union in 1989-1991 and the overthrow of Communist governments throughout Eastern Europe transformed the face of world politics and brought an end to the Cold War, but the United States, the world's last superpower, struggled to define its place in world affairs and to work with other nations to devise a structure of world politics to succeed the Cold-War split between the Free World and the Communist bloc.
5. American politics became increasingly volatile in the 1980s and 1990s, as the electorate see-sawed between its perennial distrust of big, centralized government and its abiding desire that government help solve such major national problems as that of health care and care for the elderly.

Unit I: A World of Their Own: The Americas to 1500

Concepts:

archaeology	culture
comparative religion	cultural distinction
folklore	norms
geology	indigenous culture
climatology	primitive culture
ecology	pantheism
linguistics	polytheism
anthropology	communal
ethnologist	common law
ethnohistorian	confederation
	supermajorities

Rationale:

Study of the Americas before 1500 at the high school level is important for two reasons. First, it provides an excellent context for students (i) to build an understanding of the nature of historical inquiry that they will use throughout the year of study and (ii) to learn and use analytical, evaluative, and synthesizing thinking in grasping the continuing controversy surrounding historians' various interpretations of the period. Second, as students examine the repeated contacts between European settlers and indigenous peoples in American history, they will be able to analyze these encounters from the perspectives of both parties. These dual perspectives will give students a fuller understanding of the relationships of cause, effect, and contingency among events, and these events' consequences for both the Indian and European cultures and actions.

Many of the concepts embedded within the unit have been introduced at the middle school level at the more concrete and iconic level through the use of actual objects, graphic displays, field trips, etc. Since high school students most likely will return to the study of the United States history in their junior or senior years, most, if not all, will have had additional exposure to these concepts in their science, English, art, technology, and global studies courses. This experience will enable them to pursue study of these concepts at a much more abstract and symbolic level. Just as important, a new and more advanced study of concepts will enable the students to build larger conceptual maps that they can use to bridge the gaps between disciplines and bodies of knowledge.

Unit I: A World of Their Own: The Americas to 1500

Lesson 1

Major Concept:

Historians use a variety of methods, tools, and techniques to find out about the past.

Objectives: The student will be able to:

1. Define the terms archaeology, geology, climatology, ecology, anthropology, and ethnology.
2. Describe the primary tools and techniques that people use in each of the above fields.
3. Apply the tools and techniques of the above fields to draw inferences about the lives and cultures of people who have no written records or oral language available.
4. Develop a set of criteria to apply when evaluating the inferences which persons derive from applying the above tools and techniques.

Suggested lesson/activities:

1. Divide the class into six heterogenous groups, making sure that each group represents a reasonable range of academic abilities, interest, and intelligence. Distribute the following to each group:
 - a. copies of CROSSROADS Essay I, pp. 1-4.
 - b. a glossary of the scientific terms identified in the objective above.
 - c. photocopied pages from any scientific encyclopedia which succinctly describe the major tools and techniques which scientists use in their fields (check copyright restrictions with your librarian).
 - d. a packet of photographs of topography, products, architecture, and other iconic representations of the culture of a region of the United States today. Each group will receive a different packet. Care should be taken to represent the major culture of the area without using written language.

For example, a New England packet might contain photographs of the typical "Cape Cod" saltbox house, a small fishing harbor, fall foliage, the tapping of maple trees, a country store, a village square, L.L. Bean

Catalog, photographs with language removed, cross country ski packages, schools, churches, highways, heating systems, lawnmowers, snowblowers, art galleries, mills, and stone quarries. Southeastern, Midwest, Southwest, and Northwest packets would contain comparable “artifacts” representative of their region. For example, photographs of houses could include the Georgian, gable, or adobe styles dependent on the region.

e. a set of directions for group work described below.

2. Direct students to read pp. 1-4 of CROSSROADS Essay I: "The Americas to 1500."
3. Explain to the students that each of the groups is part of an extraterrestrial expedition force visiting Earth, and that the six expedition teams have landed some great distance from one another. All the teams have experts in the use of scientific tools and procedures.
4. The students' first task is to separate the material in the packet so that all students can examine the articles simultaneously. Classify the photographs by placing them into the following groups: buildings, landscapes, clothing, tools and equipment, and miscellaneous.
5. Using the encyclopedia definitions of the various scientists' work methods, students should decide which approaches they can use to examine the materials given to them, and then proceed to apply them.
6. Ask students to draw inferences from the “artifacts” about the following: How people earn a living; what people think about religion; how people use leisure time; how people dress; how people might communicate; what type of groups might be formed; and the use and level of technological development.

When the groups have drawn their inferences, have each group report to the class their major inferences about the culture and their bases for drawing them.

7. Following the groups' presentations, reassemble the class for a question-and-answer session. The goal is to develop a classification system for the inferences drawn by each group. The classification should distinguish those characteristics that differ from region to region and those characteristics that appear common across all regions.
8. As a closure activity, conduct a brief discussion to derive a set of criteria to apply when evaluating inferences made by historians using the methods similar to those the groups used. These criteria will form the basis for evaluating historical inferences made for the next several lessons.

Unit I: A World of Their Own: The Americas to 1500

Lesson 2

Major Concepts:

1. Geography affects culture.
2. Indian tribes had their own histories, cultures, systems of government and laws, and understandings of how to live in the world.

Objectives: The student will be able to:

1. Describe the cultural differences between two major Indian tribes from different regions of North America and decide whether these differences may be due to the geographic conditions under which each tribe lived.
2. Select one defining cultural characteristic that all Indian tribes had and show how this characteristic differed from tribe to tribe.

Suggested lesson/activities:

1. Using the photographs and material from the article "Dancing in Honor of Their People" (*Smithsonian*, vol. 23, no. 1, Feb. 1993), present a short lecture explaining how the various Indian tribal dances use materials from and reflect the geography of the lands where the tribal dances originated. Point out that the dances are part of the culture as well as explanations of the culture.
2. Using the six groups formed in Lesson One, assign each to investigate one of the following ideas held by the Aztecs, Pueblos, Iroquois, Cherokee, Comanche, and Nez Perce: religion; economics; ideas about property; government; law; science and technology. These groups are to be the "experts" reporting back to the "home" groups. Each "home" group is assigned one of the six tribes. (Each "home" group must have at least one member assigned to each of the six "expert" groups.)
3. The "home" groups' task is to develop a concise report that an Indian envoy might have presented to the Europeans at the first encounter, explaining what the Europeans should know about the aboriginal societies.
4. Each expert group is to develop a classroom display of their findings, using whatever media the group decides is the most appropriate for a full explanation of the Indian characteristics.

Note: This lesson requires more than one typical high school class period. The amount of time spent will be determined by the extent of resource material available to the student and the overall time given to social studies over the year.

Unit I: A World of Their Own: The Americas to 1500

Lesson 3

Major Concept:

The Americas before the arrival of European explorers, missionaries, settlers, and colonists were home to a remarkable range of societies and cultures.

Objectives: The student will be able to:

1. Use the data presented to the class by the "expert" and "study" groups in Lesson Two to draw some inferences and conclusions about the range and diversity of American Indian societies and culture before 1500.
2. Evaluate the validity of the above inferences and conclusions, using the criteria developed in Lesson One.

Suggested Lesson /activities:

1. Using the article "Creation Journey" (*Native People*, vol. 8, no. 1, Fall 1994), have students construct a list of similarities and difference among the American Indian tribes and their conceptions of the creation of the world and life forms.
 - a. Each student should read the article in class.
 - b. Following the reading, the class as a whole will construct the two lists. As the lists are constructed, student should underline passages showing differences and circle passages showing similarities.
2. Pair the students with each student coming from a different "home" group. Direct the pairs to construct a comparison chart, putting their two Indian tribes in columns and the six characteristics of the "expert" groups in the rows. Complete the charts by using the information presented by the groups in Lesson Two to make some succinct inferences about the characteristics for each tribe. Draw some conclusions about the range and diversity of the societies and cultures.
3. Using the charts developed in Activity Two, the student should rewrite his/her home group's "report."

Unit II: Contact: Europe and America Meet, 1492-1673

Concepts:

imperialism
exploration
conquest
exploration
colonization
conquistadors

indigenous people
monarchy
nationalism
secular
stratified society
sectarian

Rationale:

A study of the period of European contact with the Americas provides an opportunity for students to test the historical concepts of contingency, causation, motivation, and intent. At the middle school level, students learned to identify and describe historical facts. High school students can use the same content to examine and evaluate historical explanation. As was true in the first unit, high school students may have had exposure to European history, including the period of its contact with the Americas and the Far East. If so, they should have added those facts surrounding the period of exploration to their knowledge base. Though several later units also allow for hypothetical thinking and inquiry, this unit (because of the diversity surrounding the various encounters) makes the posing of several hypotheses much easier for students.

Unit II: Contact: Europe and America Meet, 1492-1673

Lesson 1

Major Concepts:

1. Many geographic, economic, technological, personal, and political factors having their roots in the decades and centuries before the 1490s induced Europeans to launch voyages of explorations and discovery.
2. The goals, purposes, and methods of the exploring European countries varied, reflecting the range of societies, cultures, and political systems that these countries possessed.

Objectives: The student will be able to:

1. Use facts pertaining to reasons why Europeans launched voyages of exploration and discovery as the basis for developing a hypothesis as to what factors in the countries' past induced them to launch voyages of exploration and discovery.
2. Develop a procedure for testing the above hypotheses and follow them to a conclusion.
3. Develop sets of hypotheses as to the goal, purpose, and method of the exploration of the Americas, based on the factors within European societies that induced them to launch voyages of exploration and discovery.
4. Develop procedures for testing the hypotheses in Objective Three and follow them to conclusion.

Suggested lesson /activities:

1. Begin this unit by telling this brief anecdote about the first lunar launch:

In 1969, when reporters were interviewing Christopher Craft, the then chief of NASA's manned space exploration program, before the launching of Apollo XI, our first manned lunar expedition, one reporter asked: "Aren't you afraid that you will find something unexpected that could cause a mission failure?" His response went something like this: "No, we are quite confident of what is there. What does worry me is that we have not asked the right questions about the data."

2. Discuss with students how this anecdote relates to historians' approaches to the period of European explorations and discovery in the Americas. In particular, lead the discussion in ways that will show that different questions asked and the hypotheses generated around those questions lead to quite different interpretation of events. (You may want to summarize by alluding to CROSSROADS Essay II, p. 1, in which the 1792 and 1892 commemorations of Columbus's expeditions differed markedly from that of 1992, due to the growth of historical knowledge and the revision of historians' interpretations of the past.)
3. Using students' known information about the moon and space flight, generate a class list of questions NASA may have asked. Place them on the chalkboard as elicited.
4. When the list of questions raised by the students reaches five to ten questions, select one and ask class what hypothesis might be generated from that question.
5. Select one of the hypotheses and ask the class to devise a procedure that might have been used to test the hypothesis.

(These first five activities constitute a refresher set of procedures that focuses the following set of activities.)

6. Distribute a map of the American territories claimed by the various European nations during the fifteenth and sixteenth centuries (If such a map is available in the course text, this will suffice for this activity.) Have each student select three claimed territories which they would like to learn more about. Form groups of three to five students, making sure that there is a group of interested students for each claimed territory.
7. Give all students the statement of the lesson's objectives. Direct each group to the resources (any good summary of facts will suffice) identified in the bibliographical essay for CROSSROADS Unit II. Each group, facilitated by the instructor, should generate a series of questions to ask about Objective One and so proceed through all the parts of the Objective in a manner similar to that used in the set procedure activity.
8. When the group has completed all the objectives, ask the group to frame five questions that, they believe, all students should be able to answer if they understand the basic concept/content which the group has disclosed. These questions can become a part of a concept/content pool for later testing of cognitive understanding.

Unit II: Contact: Europe and America Meet, 1492-1673

Lesson 2

Major Concepts:

1. Many -- but not all -- Europeans viewed and experienced the process of contact with American Indians as a process by which more civilized Europeans conquered barbaric American Indians for the rightful possession of the fertile and rich American territories.
2. Many -- but not all -- Indians viewed and experienced the process of contact with European explorers, missionaries, and settlers as a process by which alien invaders shattered traditional cultures and ways of life.

Objectives: The student will be able to:

1. Present, in collaboration with other students, a portfolio of materials that support historians' conclusion that the encounter between Europeans and Indians were processes viewed and experienced quite differently by the two groups.
2. Use the historians' conclusion from Objective one to develop a scenario that might explain the demise of the Roanoke colony from both European and Indian perspectives.

Suggested lesson/activities:

1. Using the motion picture "Dances with Wolves" as the source of data, in a brief discussion, derive examples of Indians' and European Americans' differing perspectives about their encounters. The teacher should record the perspective in a two-column board exhibit.
2. Using the same interest groups formed in Lesson One, have students proceed as follows:
 - a. Design the major elements of a portfolio that will display evidence of Indians' and European Americans' views of the process of contact and the experiences that emerged from their various encounters.
 - b. Assign tasks to each group member related to the elements of the portfolio.
 - c. Develop a set of criteria to evaluate the validity of the material as evidence of the actual processes and experiences of contact and encounter between Indians and Europeans.

- d. Each member performs the assigned task.
 - e. The groups collectively evaluate the members' materials and select the most powerful evidence to include in their portfolios.
 - f. The groups present the portfolio in some way to the class.
- 3. Students are to read a published synopsis of the Roanoke colony's founding and disappearance in 1584.
 - 4. Using the Roanoke reading and the findings presented in the groups' portfolio, create an Indian explanation and an English explanation of why the colony vanished.

Unit III: The Founding of New Societies, 1607-1763

Concepts:

monarchic society
colonial
sovereignty
agrarian society
alliance

charter colony
proprietary colony
crown colony
intercolonial union

Rationale:

A study of the founding of the new societies in America can provide insights into the reasons why we find so many different English dialects, sectional rivalries, attitudes toward government, social status, and other cultural traits throughout American history and today. In some ways it also provides a basis for explaining the persistent American emphasis on rugged individualism, lingering ethnocentric and xenophobic behaviors, and many other features of the modern United States exemplifying the governmental and societal notion of *e pluribus unum* -- from many, one. Ironically, following the students' study in Unit II of European encounters with Indians, studying the relationships of the colonies to the European nations that founded and oversaw them may give students a more sensitive and empathetic understanding of the Indian perspective on European colonization and on later wars and rebellions of Indians against the colonial and American governments. Lastly, the colonial era presents a wealth of documents -- sources traditionally used by historians -- so that students may emulate historians' methods of inquiry in testing their own theses about the period.

It should be noted that the major content and concepts of this unit and others are similar to those found at the middle school, reinforcing the spiraling nature of the CROSSROADS Curriculum.

Teacher Note:

This unit's set of content and experiences anticipates Unit IV in two respects. It provides the basic information needed to understand the complex concepts subsumed within the study of the American Revolution. It also provides an opportunity for students to become comfortable with the requirements necessary to play a role successfully.

Unit III: The Founding of New Societies, 1607-1763

Lesson 1

Major Concept:

Geographic, economic, political, and social factors all shaped the development of the colonies.

Objectives: The student will be able to:

1. Describe and analyze the relationships among the geographic, economic, political, and social factors determining the development of two of the thirteen colonies.
2. Demonstrate how each of the above factors is reflected in the cultural fabric of these two colonies.
3. Develop a vehicle to present data from Objectives One and Two to the whole group and carry out the presentation.

Suggested lesson/activities:

1. Ask the students to assume that they are living sometime between 1675 and 1725 in the upper Hudson River Valley near the juncture of the Hudson and Mohawk Rivers. Small settlements have been established around Fort Orange (later to become the capital city of New York, Albany), Fort SHANEKTADES (the Indian name for what would later become the city of Schenectady--the home of the Edison Electric Company now known as the General Electric Company), and a trading port on the eastern shore of the Hudson opposite the point of the Mohawk's entry into the Hudson (a settlement that became Lansingburgh, which later merged with the southern town of VanDerHeyden to become Troy, the home of "Uncle Sam").

[Teacher's note: These cities and their environs represent the geographic areas in which the Albany City School District, the Niskayuna School District, and Russell Sage College are situated. Teachers may wish to use other areas of the original colonies for this introductory activity.]

Each student is to imagine s/he is a person living in one of these settlements and that for some reasons (any will do) wishes to establish connections with a member of a patroon family just settling in the eastern section of what is now the town of Berlin in Rensselaer County. Display a transparency of the topography of the total region which situates the four settlements and the various rivers, including the Hoosick and Little Hoosick and substantial creeks such as the Battenkill and Kinderhook. Point out the following in a lecture:

- a. The Hudson rises with the tides north of Troy.
- b. The Cohoes falls just before the junction of the Hudson and Mohawk Rivers.
- c. The vast amount of timberland to the north, east, and west.
- d. The rich and fertile soil of the river plains and tidal marshes.
- e. The sharp rise of the land to the Brunswick Hills and Grafton Mountains east of Troy.
- f. Abundant fauna.
- g. The granting of land and governance under the Dutch Patroon system.
- h. The beginning of a social structure that included farmers, trappers, woodsman, carpenters, smiths, coopers, carpenters, merchants, teachers, clergy, laborers, etc.
- i. The distance to New York, New Haven, and Boston -- the largest urban settlements in the region, established at the mouths of the Hudson, Connecticut, Thames, and Charles Rivers. Without asking them or telling them specific information about the geographic, economic, political, and social factors which shaped the region of the New Netherland/New York colony, ask them to think about how things might have begun to take shape at that time. As a summary, have students generate some hypotheses about the society at that time.

This initiating activity is lengthy but should be well worth the time, because the remaining activity uses an independent study approach to meeting the lesson's objective.

- 2. Distribute the "Traveling between the Colonies" resource worksheet to each student and proceed as outlined on the worksheet.
- 3. Provide time for students to present their findings to the class as described in the "Traveling between the Colonies" worksheet.
- 4. The student activity becomes the authentic assessment tool to be used in making judgments about students' understanding of the concepts and their overall achievement of the objectives.

Unit III: The Founding of New Societies, 1607-1763

Lesson 1: Geographic, economic, political, and social factors all shaped the development of the colonies

"Traveling between the Colonies"

Part A.

1. Read Keith Kennedy's article "Quaker John Bartram's Journey to Williamsburg" (*Colonial Williamsburg*, Vol 17, no. 1, Autumn 1994). Note the distance between Darber, Pennsylvania and Colonial Williamsburg, Virginia and the number of days it took to travel it (from 25 September through 9 October 1738).
2. Assume the role of a member of the colonial American "better sort" who resides near a population center of one of the colonies around 1675-1725. You have reason to travel from your home to a population center of another colony and you are to keep a log of the journey that describes the overall life and times within the two colonies.
3. Using a well-detailed color layer relief map, trace the most logical land route you would take.
4. Describe the major geographical features of the territory through which you would travel.
5. Describe the types of workers, business people (merchants), etc., that you would likely encounter.
6. Analyze the relationship between what you have described in number 4 and 5.
7. Identify the languages, religions, dress, and other customs you would experience in the journey.
8. Describe the governance structures which you would have seen -- including, but not limited to, town or boroughs and colony.
9. Keep a time log of your travels, including days and miles.

Part B.

Summarize the above in some form which could be presented to the class as a resource of information about the two colonies.

Part C.

In a very concise statement, using the information you have gathered, explain how the geographic, economic, political, and social factors shaped the two colonies.

Unit III: The Founding of New Societies, 1607-1763

Lesson 2

Major Concepts:

1. Europeans settled in colonies for a variety of reasons. They also founded the communities in a variety of ways.
2. Colonial society was monarchic. As a result, social rank was highly significant for both society as a whole and for the lives of individuals.
3. The societies founded by the colonists were diverse in terms of ethnicity, religion, government, and social rank.

Objectives: The student will be able to:

1. Summarize, in some form, the major differences in the colonies relating to ethnicity, religion, government, and social rank.
2. Describe the fundamental reasons for the settlement of each of the colonies.
3. Explain how the communities in the different colonies were founded.
4. Create a scenario that includes individuals of different social ranks and also demonstrate the significance of each rank for the lives of the individuals in the colonies.

Suggested lesson/activities:

1. Introduce the lesson by reading three of the concise statements generated by students from Lesson One, one describing a New England colony, one describing a middle colony, and one describing a southern colony.
2. Distribute the list of lesson objectives to students.
3. In pairs or triads, develop a summary sheet that outlines the major difference among the three colonial regions in ethnicity, religion, government, and social rank.
4. Using reproductions or primary documents and school reference materials available either in the classroom or media center, have students identify and describe the reasons for the founding and settlement of the different colonies. (Those teachers who do not have access to extensive in-school resources should look to the bibliographic essay for Unit III for outside assistance.)

5. Show the students any colonial street scene that depicts the various social ranks and lives of its residents. For example, project a transparency of reconstructed Colonial Williamsburg which depicts the houses, shops, taverns, and governmental buildings that line Duke of Gloucester Street and distribute a photocopy to each student. Present a brief lecture that depicts the various social ranks and lives of the people one would have met there while traveling up and down the street. (For information about Colonial Williamsburg, call 1-800-HISTORY or write Colonial Williamsburg Foundation, P.O. Box 1776, Williamsburg, VA, 23187-1776.)
6. Using the same groups as earlier, have students create a scene that might have occurred on an ordinary day on the street. Be sure that the scene depicts the interactions of all three classes of social rank.

Unit IV: What Was the American Revolution? 1760-1836

Concepts:

Parliament	national politics
legislature	national ideology
town meeting	national diplomacy
colonial legislature	citizen's army
intercolonial congresses	self-government
independence	alliance
national political framework	separation of powers
national political community	checks and balances
constitutional convention	popular ratification
Loyalists	confederation
rapprochement	federalist
republican	anti-federalist

Rationale:

There is probably no better reasons to study this period of American history than that expressed in the opening paragraph of Bernstein's CROSSROADS Essay IV:

"If, as is often said, history is the study of change over time, then the American Revolution is an ideal case study for historical understanding."

The abundance of methodological issues and opportunities available in authentic documents for students to peruse provides excellent pedagogical content. Better than any other, this period allows American students to study their past from the perspective of many players. This period also enables students to study the past through several legitimate routes, each providing valuable insight into "the nature, causative mechanisms, and extent of historical change."

To the Teacher:

Recall that the high school CROSSROADS curriculum builds upon the content and concepts developed at the middle school level. Consequently, whether your students have studied CROSSROADS at the middle school level or not, you are advised to review that curriculum carefully before beginning this unit. One suggestion is to begin this unit with a diagnostic test to determine the achievement level of the students relative to the historical period.

Unit IV: What Was the American Revolution? 1760-1836

Lesson 1

Major Concept:

State and federal legislatures had roots in colonial governmental structure.

Objectives: The student will be able to:

1. Identify the characteristics of colonial governmental structure that are executive, legislative, and judiciary.
2. Summarize the general functioning of a colonial legislature.
3. Explain how the American Founding Fathers were active politicians before the Declaration of Independence.

Suggested lesson/activities:

This is a bridging lesson, designed primarily to set the stage for a more extensive activity that will entail active analysis of historical documents and other resources and later participation in the reenactment of the Constitutional Convention of 1787. It returns the student to the Virginia colony studied in Unit III.

1. In class, read David Rabison's article "Accept Our Poore Endeavor" (*Colonial Williamsburg*, vol. 17, no. 4, Summer 1995, pp. 12-21). This article gives an excellent brief history of the House of Burgesses from its opening day -- July 20, 1619 -- to May 1776 and the beginnings of the first Virginia General Assembly.
2. While reading, students should note:
 - a. the language and spelling used by the legislators.
 - b. the general processes followed in assemblies.
 - c. the difference between the upper (literally) and lower bodies.
 - d. the relationship of the House of burgesses to the lower house of the Virginia General Assembly.
 - e. Members such as George Wythe and Thomas Jefferson who later signed the Declaration of Independence.
3. Conduct a class discussion to elicit those points in the article that focus on political developments in 1760-1776 in the Virginia colony and possibly in other colonies as well.

Unit IV: What Was the American Revolution? 1760-1836

Lesson 2

Major Concepts:

The American Revolution had many causes -- political, economic, constitutional, social, legal, and ideological.

Objectives: The student will be able to:

1. Select one cause of the American Revolution and trace its development from 1760 to 1776, constructing a time line of events relevant to the cause.
2. Write a speech that a delegate might have delivered in the Second Continental Congress in June 1776 that could have led to the inclusion of the cause discussed in Objective One through some of the grievances listed in the draft Declaration of Independence.

Suggested lesson/activities:

1. Discuss briefly some of the political, economic, constitutional, social, legal, and ideological causes of the American Revolution to the students and have pair of students select one cause and independently search and secure evidentiary information related to it.
2. Outline the sequence of events, activities, etc. in chronological order and construct a bulletin-board display from the outline.
3. Have each student pair prepare and deliver a speech of 3-5 minutes to be presented to a mock Second Continental Congress (the class).
4. Before the presentation of speeches, distribute a copy of the Declaration of Independence to each student. Following each speech, students as a class will identify the grievance(s) that they think the speech addresses.
5. The speech becomes an authentic performance by which the student's understanding of the cause can be measured.

Unit IV: What Was the American Revolution? 1760-1836

Lesson 3

Major Concept:

Americans "revolutionized" their state and national constitutions.

Objectives: The student will be able to:

1. Explain how the new state constitutions reflected the principles articulated by the Declaration of Independence.
2. Analyze one of the state constitutions in terms of its roots in English and British history and in the history of American colonial government.
3. Analyze the Articles of Confederation in terms of its strength and weaknesses as a form of government for the new nation.
4. Write a short position paper that Constitutional Convention delegates from a selected state might present at the Convention before deliberations began.
5. Identify the similarities and difference among the early states' constitutions and the positions their delegates to the Constitutional Convention would most likely express in their debates and speeches.

Suggested lesson/activities:

1. This lesson is best implemented through the use of small-group work similar to that used in Unit I, Lesson Three. Divide the class into their home groups. Each "expert" group is assigned a state or group of states (one possible set of states used could be: North and South Carolina and Georgia; Virginia; Pennsylvania; Delaware, Maryland, and New Jersey; New York, Connecticut, and Rhode Island; and Vermont, Massachusetts, and New Hampshire). Give each expert group a list of the first four objectives of this lesson. The "home" group is assigned the fifth lesson objective and is to be directed to think of this lesson as preparation for the next lesson, a mock Constitutional Convention. Distribute copies of the Articles of Confederation to each group.
2. Within each expert group assign the tasks needed to complete the fourth objective. How each group proceeds and what form the position paper takes should be the subject of group decision.
3. Time should be allowed at the conclusion of each day's expert-group work to return to the home group for sharing of information about all the states.

Unit IV: What Was the American Revolution? 1760-1836

Lesson 3: Americans Revolutionized Their State and Federal Constitutions

Roots of the Constitution: Expert Group Worksheet

1. To complete this activity, your group must secure copies of the following documents:
 - a. Magna Carta
 - b. Mayflower Compact
 - c. English Bill of Rights (1689)
 - d. Virginia Declaration of Rights
 - e. Declaration of Independence
 - f. Articles of Confederation
 - g. Massachusetts Constitution of 1780
2. For each of the states to which your group is assigned, answer the following questions:
 - a. In what ways did the new state constitution reflect the earlier governments of England and the American colonies? (You will need to assign group members to secure information about your state's earlier constitutions.)
 - b. How did your state's constitution reflect the principles outlined in the Declaration of Independence?
 - c. In what ways did the Articles of Confederation reflect the commonalities of all the new constitutions? state constitutions? What do you think was lacking in the Articles of Confederation?
 - d. What do you think were the strengths and weaknesses of the Articles?
3. Using your answers to the questions in number 2, construct a short position paper that your group of states might present at a convention called to remedy the weaknesses of the Articles of Confederation. This will be used in the next lesson.
4. Each group member should be prepared to return to his/her home group and do the following:
 - a. Explain how the new state constitutions reflected principles in the Declaration of Independence.
 - b. Analyze state constitutions in terms of their roots in English and British history and in the history of American colonial government.
 - c. Analyze the Articles of Confederation in terms of the strengths and weaknesses as a form of government for the new country.

Suggested Resources for Lesson 3:

We the People . . . The Citizen and the Constitution, published by the Center for Civic Education. Calabasas, CA.

Schechter, Stephen, ed. *Roots of the Republic: American Founding Documents Interpreted*. Madison, WI: Madison House, 1990.

Unit IV: What Was the American Revolution? 1760-1836

Lesson 4

Major Concept:

The United States Constitution was a document of compromise, balance, and flexibility.

Objectives: The student will be able to:

1. Defend a position in oral debate.
2. Construct a law that satisfies opposing points of view.
3. Design a system of government that balances the power of lawmakers, executors of the laws, and judges of the laws' impact on citizens.
4. Use deliberation and compromise to settle disputes.

Suggested Activity:

This lesson is the first in which students are to use previous knowledge in the construction of new knowledge through authentic role playing. It is assumed that the students who used the middle school CROSSROADS curriculum are fairly well grounded in those major features of the Constitution relating to this lesson; that is, the powers of Congress and the executive. If not, it will be necessary to include a lesson on those features.

1. Begin this lesson by summarizing the previous lesson's objectives. Note especially:
 - A. Eighteenth-century thought about politics and government was quite different from modern political thought.
 - B. Americans in 1787 shared many ideas about what government should be like and also disagreed on some.
 - C. American political leaders in 1787 were willing (to varying degrees) to set aside differences in an effort to forge a governmental structure for a new nation.
2. See the resource "Mock Constitutional Conventions for High School Students" from S. Schechter and R.B. Bernstein, eds., *New York and the Bicentennial* (Albany, NY: New York State Commission on the Bicentennial of the United States Constitution) for the procedure for conducting a mock convention.
3. Following the conclusion of the "Convention," have students return to their "expert" groups from Lesson Three and convene to debate whether to ratify or reject the proposed Constitution. Students should use their original position paper, juxtaposed to the "Convention" deliberations in their discussions whether to ratify or not.

Teacher Note on Role Playing

Several CROSSROADS activities require students to assume roles within simulations of historical events. They have been suggested because of their power in bringing about student learning. However, their efficiency in terms of reaching the intended objectives can be lessened when the simulations are trivialized and/or the concept of role is not fully understood. For teachers who are unfamiliar with this methodology and those who have hesitated to use it because of earlier lack of success, the following guidelines are provided:

I. Before the activity:

- A. Identify in your own mind what the primary purpose of the simulation is. Most of the CROSSROADS activities using this methodology are designed to explore some historical event or problem. It must be made very clear to students what the focus of the activity is.
- B. Teach the concept of a role if students are unfamiliar with the technique. Students must know that a role is a unique way of relating to others which is revealed through patterns of speech, attitudes, and behaviors. Once students understand the concept of role, the teacher's main concern is to avoid placing students in roles in which they could be stereotyped.
- C. In role playing and simulations the teacher takes a secondary, but important position in the experience. The teacher must be willing to be nonjudgmental and open to alternative explanations, actions, decisions, etc. even when the results of the activity are other than what happened in the past.

II. During the activity:

- A. *Setting the stage.* Introduce the topic, outline the main concepts or ideas that are embedded within the simulation and provide an overview of the simulation--its parameters, context, and purpose.
- B. *Getting into it.* Introduce the rules (if any), roles, procedures, decisions to be made, and goals. Organize students into their roles (student self-selection of roles is best) and conduct a practice session using a single aspect of the simulation. This allows for corrective feedback if the directions are unclear, if the roles are not fully understood, or if another aspect needs clarification.
- C. *The simulation.* Students participate in the simulation enacting their roles while the teacher functions as a facilitator. When corrective feedback is needed the activity may be halted temporarily for evaluation or clarification. How and when this is done is dictated by the type of simulation; i.e., individual, small group, or large group enactment.

III. Follow-up:

The teacher and the students should focus on the following:

- A. The significant events, problems, and decisions encountered during the simulation.
- B. The process itself; namely, an analysis of the simulation in terms of the positions which were most important in achieving the lesson's objectives.
- C. Comparison of the simulation experience with historical realities.
- D. Evaluation of the simulation.

Mock Constitutional Conventions for High School Students

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with a commentary by
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This article and its accompanying commentary describe the development of the "Mock Constitutional Convention for High School Students" as a means to teach students about the political challenges facing the framers of the Constitution and about the meaning and value of reasoned argument and compromise. The article sketches the development of the technique and explores how it operates in practice. The commentary analyzes the general conditions that make a "mock constitutional convention" work and addresses the special challenges confronting the mock convention's presiding officer.

My ideas regarding mock constitutional conventions began to germinate in 1987, the year of the bicentennial of the United States Constitution. During that year, a number of reports calling for educational reform were on the public mind, and all of them noted a marked deterioration in high school students' knowledge of the organization and principles that underlay our national government."

"Civic illiteracy is spreading," wrote Ernest Boyer in one of these reports, *High School* (1983),

and unless we find better ways to educate ourselves as citizens, we run the risk of drifting unwittingly into a new kind of Dark Age. . . .

Reformers also decried students' lack of historical knowledge. In their study *What Do Our 17-Year-Olds Know?* (1988), Diane Ravitch and Chester Finn reported that most teenagers know too little of the chronology of our past and of the major events that have shaped this country; for example, students had trouble placing the Civil War in the correct century.

Most American history teachers were not surprised by these findings. That students did not know enough American history was already evident every day in class. Many students have little knowledge of any events past Columbus's "discovery" of America, which some of them studied in the eighth grade. The question, however, was not whether they knew enough

American history. Rather, it was how to get them to learn the history they did not know.

This question takes on special importance in studying the United States Constitution. Students not only should know this document but should have some respect for the accomplishment it represented. That respect is not forthcoming if teachers merely require students to know certain articles and amendments by rote. Rote learning creates resentment—not respect; after all, it is hard to memorize what you do not understand. This is especially true of the Constitution, for the Constitution is unlike any other kind of literature that high school students encounter. It has a different organization and a different language from that found in most reading assignments. "So why is it like this?" students ask. "Couldn't they write it more simply?"

Over time, it became clear that students understood the parts of the Constitution that they could relate to stories they heard in class about the Constitutional Convention. If they could comprehend how, for example, the Great Compromise came about, they could also remember what it was.

Comprehension, however, did not always or necessarily lead to respect. "Why did it take them so long to figure this out? It's simple! You take this position and mix it with that one, and there you have it." High school textbooks are of little help to the teacher who wants to teach the nature of compromise

and the difficulty of achieving it. Textbooks simply describe the Constitution as a great accomplishment, as a "bundle of compromises," and declare that it therefore deserves to be respected. But compromise does not mean much to an adolescent. In fact, adolescents look down on compromise. It means—particularly to adolescent males—that you gave in, and that is not a compliment.

At this point, although it is not an event that receives much coverage in the standard American history curriculum, I began to consider simulating the Constitutional Convention itself. It seemed that the only way left to get students to respect compromise and thus the Constitution was to put them through situations requiring them to engage in compromise. A mock constitutional convention format for American history classes seemed to present unusual opportunities in this regard.

The original plan was for twelve teams of students to represent the twelve states that sent delegations to the original Constitutional Convention in 1787. Each team would research the situation in its assigned state as of 1787. Then the teams would convene and attempt to solve some of the pressing issues of the day in a convention session.

In the first classroom experiment with this format, the students wrote the Constitution as it stands today. On its face, there was nothing wrong with this. What was wrong was the manner in which they did it. Many of them read the Constitution in preparation for the mock convention and were convinced that it was the document that the convention should arrive at. The whole convention became a "fill in the blanks" exercise. The student delegates felt that there was a clear solution to every issue, one readily available in the real Constitution; therefore, compromise was easy. This result was not the goal of the mock constitutional convention exercise. Done this way, the mock convention exercise gave the mistaken impression that the delegates to the Convention knew what they were going to do when they went to Philadelphia and that in politics a clear, right answer is always in sight. The mock convention had to go back to the drawing board.

Three years later, with the assistance of the New York State Commission on the Bicentennial of the United States Constitution and The New-York Historical Society, this classroom exercise has become the "Mock Constitutional Convention for High Schools," a citywide event organized annually at the society since 1987. The new format has developed into a challenging and stimulating experience for almost one hundred students each year from the city's public, independent, and parochial schools.

What follows is a description of the mock constitutional convention format as it now stands and some comments regarding its use. Although the "Mock Constitutional Convention for High Schools" is a day-long affair, other teachers have adapted this format for classroom use as well as for two-day conventions.

The format aims to stimulate debate on three main topics: (i) the structure and composition of the national legislature, (ii) the powers of the national legislature, and (iii) the structure, selection, and powers of the national executive.

Each team of students is assigned to represent a state. When a sufficient number of schools takes part, the organizers have sometimes broken states in half—for example, Virginia Federalists and Virginia Antifederalists—with each delegation receiving a half-vote. At other times, the planners have added states or political entities that were not represented at the original Convention but that could have been there—for example, Rhode Island, the "Independent Republic of Vermont," and the "State of Franklin."

Each student team is required to conduct research to determine the views that delegates from that state would express at the Convention. This student research is most productive when the student delegates meet regularly with their teacher to discuss progress. Much of what has been written about the Convention and each of the states in this period is accessible to high school students with some assistance from their teachers.

Once the students understand the material, the more interesting part of their preparation for the mock convention begins. Each student team is encouraged to develop proposals to present at the convention. These are to be based upon what they have learned about their state's government and situation following the American Revolution. Any proposal is acceptable as long as it is based on the history of the team's state up to May 1787. Therefore, looking at the United States Constitution for ideas is discouraged not only because of its tendency to distort the final outcome of the convention but because, as far as the delegates are concerned, it has not been written yet.

The convention itself opens in general session. There is a chairman of the convention—"General George Washington"—and a convention secretary. These adults sit at the front of the session, and control the conduct of business on the convention floor. They maintain a "queue" of speakers from the state delegations, recognize speakers in the order of each "queue," rule on points of order, and declare breaks so that the delegates may caucus. They also put questions to the convention, call the roll of the states, tabulate and report the votes as taken, and keep track of the proposals adopted. Most important of all, they make certain that the delegates follow the rules of the convention.

The convention rules, most of which were used at the actual Constitutional Convention in Philadelphia, are perhaps the most important feature of the convention, for they determine the manner in which students will debate their proposals. They delineate a process under which reasoned debate, argument, and compromise become possible. Without them, a mock convention quickly would degenerate into chaos. They read as follows:

Every member, rising to speak, shall address the President, and whilst he shall be speaking, none shall pass between them, or hold discourse with another, or read a book, pamphlet, or paper. . . .

A [delegation] shall not speak oftener than twice, without special leave, upon the same question.

When debate shall arise upon a question, no motion other than to amend the question, commit it [i.e., send it to a committee], [vote on it], or postpone debate shall be received.

A Question which is complicated shall at the request of any member be divided, and put separately upon the propositions, of which it is compounded.

All questions of order shall be decided by the President without debate.

(We added another rule, for reasons explained below, that no motion to vote would be in order until all delegations that had secured recognition from the president had been heard.)

Because most high school students have had no experience with parliamentary procedure, even these rules are difficult for them to follow. Thus, the president has to educate the students in the proper use of the rules as the convention progresses. For example:

- the students at the first “Mock Constitutional Convention for High Schools” could not see why dividing a proposal into its component parts would make it simpler to debate, so the president explained on a case-by-case basis his decisions to accept complicated proposals in parts.
- The students also had a distressing tendency to call for a vote immediately on an issue. They did not want to debate—they wanted to see who would win. Ultimately, the president prevented votes on motions until all delegations who wished to speak had done so, and, as noted above, later conventions did business under a rule specially framed to avoid this problem.
- Finally, delegates had trouble speaking to each other politely, so the president offered examples of the kind of address that would not be tolerated, such as, “The delegate’s proposal is crazy [stupid, and so forth].”

The convention opens with each delegation introducing itself and delivering its “credentials”—that is, the individual state’s instructions to its delegates, setting the limits within which each delegation can participate in the convention. For example: are a state’s delegates present solely to amend or revise the Articles of Confederation, or can they consider a broader reorganization of the government of the United States?

After the delegations have introduced themselves, the convention entertains proposals regarding the composition of the legislature and its mode of election. This discussion is at once time-consuming and valuable, for it raises several basic questions: Is one house better? Two houses? How long should terms be? What should the qualifications of members be? Of voters? How should slaves figure in any house of the legislature in which delegates are allotted according to the population of each state?

Delegations raise hands to be recognized by the chair. The president and the secretary organize a “queue” consisting of all states wishing to offer proposals on this topic. After these state delegations speak, the next queue is assembled and the first proposal heard forms the basis for debate.

During this debate and throughout the convention, it is important that students have frequent breaks, during which formal debate ends and delegates from the state delegations can caucus with one another. Some of the most creative activity of the convention takes place during these breaks. Delegates wheel and deal with each other. They attempt to form alliances with delegations from states sharing their point of view and to persuade those who are unsure to follow their lead.

Once all delegations have spoken on the proposal at hand, with the state or states offering the proposal given the last word, the proposal is put to a vote with each state having one vote. (Note, again, that states split between two delegations are counted as having one aggregate vote; if the delegations split, the state is counted as “divided” rather than “aye” or “nay.”) The secretary tallies the vote and reads the result aloud. If, after several breaks and votes, the convention deadlocks over an issue, the president can appoint a committee consisting of one delegate from each state to meet separately from the rest of the convention (attended by one or more teacher-advisors); the committee’s responsibility is to craft a compromise to resolve the question. The convention can then proceed to the next item on the agenda.

The mock convention proceeds in this fashion until all topics have been considered or until there is no time left, the latter usually being the case because students never have as much time (or patience) for this activity as did the original Convention delegates. A list of the proposals accepted by the convention is then presented for the delegations’ approval, and delegates determine whether they can sign such a document and send it on to the states for ratification. All states are offered a chance for closing remarks, and in some cases this takes the form of an explanation for why the delegation cannot approve of the convention’s work. Over the three years of the “Mock Constitutional Convention for High Schools,” these speeches have often been the best of the convention, showing a fine understanding of the situation faced by some of the delegates at the 1787 Constitutional Convention.

After the conclusion of the convention, teachers should spend a class or classes discussing the convention with the students who participated. Students often find the mock convention experience very different from what they expected it to be: “I can’t believe it was so difficult to resolve those issues. Now I *really* respect what the Framers went through. Did they actually do that for four months?” Others are impressed—and rightly so—with their own innovative proposals. At the 1989 Mock Constitutional Convention for High Schools, one delegation proposed that the acreage of land tilled by slaves be used as a basis for determining how slaves should be counted for purposes of representation. The proposal never passed, but the students were proud of themselves for developing it. They experienced the creative process that was at work at the Constitutional Convention of 1787 and enjoyed it.

As it now operates, the “Mock Constitutional Convention for High Schools” teaches students to appreciate the process that created the United States Constitution and allows the

to practice skills of debate, consensus-building, compromise, and negotiation upon which the success of any political endeavor depends. It addresses the worries of educational reformers regarding civic illiteracy and students' poor grasp of American history. Now each year students from different racial, cultural, and ethnic backgrounds, many of whom would not have been allowed at the 1787 Convention, assemble for a day and work together as a group to solve common problems. The action may be taking place in 1787, but the skills they are learning are for today—and for the future.

Commentary

by

RICHARD B. BERNSTEIN

As a constitutional historian who has long studied the Federal Convention of 1787, I found it particularly rewarding to serve as "George Washington" at the three "Mock Constitutional Conventions for High School Students" organized at The New-York Historical Society by Lawrence F. Woodbridge. Just as students learn about debate, parliamentary tactics, compromise, and negotiation from their participation, so, too, I learned a great deal about how a deliberative body works—and does not work—from watching these delegates. Each convention has its own personality, its own collection of "stars" and of quiet delegates whose presence may make just as much a difference. Each convention runs into its own roadblocks and develops its own range of surprising solutions. Rarely does a convention track the doings of the 1787 Convention.

This commentary on Woodbridge's article presents some additional comments on basic issues having to do with mock constitutional conventions and on the challenge of presiding over such a convention—of being "George Washington." (These comments draw on my experience "on both sides of the desk," for not only have I presided over three "Mock Constitutional Conventions for High School Students"—I also served as a delegate in one in 1973 at Stuyvesant High School, an experience which sparked in me an abiding interest in the Federal Convention of 1787 and in constitutional history.)

1. *Students should not seek to re-enact particular historical figures, especially not any delegate who actually attended the Federal Convention.* This point grows out of personal experience and out of a chance observation in Clinton Rossiter's book *1787: The Grand Convention* (which should be at the elbow of every high-school teacher organizing or taking part in a mock convention) that at least two equally capable and effective collections of delegates might have been assembled if none of those who actually met in Philadelphia in 1787 had been available for the task. First, if a student is cast as a "real" historical figure, this casting becomes a strong inducement for that student to replicate the figure exactly, often elevating side-issues, such as Benjamin Franklin's gout or Roger Sherman's coffee-drinking or James Madison's note-taking, beyond their real significance. Second, casting students as particular Con-

vention delegates induces the students to try to replicate what their role-model actually did, and thus to replay the actual history of 1787.

We solved this problem by asking the students to assume that none of the "original cast" had been chosen for this convention, and by stressing to them that whatever they might remember from the original Convention is completely irrelevant in the mock convention because we begin on May 25, 1787, and none of that "history" has taken place yet.

2. *It is important to set the stage to remind the students of the eighteenth-century context of the Convention.* This point covers three related problems: (i) restoring the idea that the actual past is the product of contingency and uncertainty, that it is only one of a host of possible pasts; (ii) reminding the students of the differentness of eighteenth-century politicians and society; and (iii) reminding the students of the differentness of eighteenth-century political discourse and formal debate.

As both a constitutional historian and as "George Washington," I gave the students a talk at the beginning, outlining the difficulties the new nation faced in 1787 and stressing that the future was just as much a closed book for the Framers as it is for us; the success of the Convention was not foreordained.

I also tried to get the students to think of themselves as eighteenth-century politicians, representatives of an eighteenth-century society. This task requires students to remember that women and African-Americans were not among those who could take part directly in American politics in the 1780s. This point is one of the most sensitive in the process of preparing student delegates: Some teachers will bridle at the thought that they have to train African-American or Hispanic students to portray slaveowners or to advocate the interests of slave states. However, in our experience students rise to the challenge of portraying those whose interests are in opposition to their own. In the process, they learn a great deal about the dilemmas of slavery and racism in the American republic.

Finally, it is necessary to "ride herd" on student delegates in the opening stages of the convention. "George Washington" not only has to prevent delegates from using comments that would have provoked affairs of honor in 1787 but also has to rein in anachronisms. Student delegates are prone to references to sports and other topics having no roots in and nothing to do with the 1780s. "George Washington" conveyed an air of genial puzzlement which was very effective in cutting off anachronisms.

3. *Committees are useful to the convention.* The usefulness of committees may seem a truism, but it has aspects other than the obvious ones. For one thing, when the president calls for a committee, each delegation gets to appoint its representative on the committee. This appointment process ensures that no one or two delegates in the delegation monopolize the floor time of that delegation; it permits otherwise quiet delegates to have a chance, whether because they are serving on a committee and thus have a role in making decisions for the convention or because their more vocal colleagues are serving on

a committee and they can then take part in floor debate. If each delegation has four delegates, the convention can name one, two, or even three committees and still transact its own business.

4. *Delegations' advisors should consider the role they are to play in the convention, striking a balance between activism and restraint.* For the mock convention to work at its best as an educational experience, at least one teacher should accompany each class or school delegation. These advisors can assist the president and the secretary by explaining rules to individual delegates who are having difficulty, by clarifying the effect of a vote or a motion, and (perhaps most important) by helping to chair and record the proposals of committees appointed by the convention.

It is just as important, however, for advisors to hold back a bit, to let the student delegates run their own convention. Some student delegations will notice what might seem to be undue reliance by other delegations on faculty advisors; on occasion, delegates have even asked the president to order that "unauthorized persons" be ousted from the floor during debate. If not handled with tact and firmness, these requests can wound feelings of all delegates and damage the success of the convention; it is best if no grounds are given for such motions.

5. *The president must follow the work of the convention closely, not only to keep track of the debate, but to determine the character of the convention.* The convention's character will indicate, among other things, how firm or lax a presiding officer one has to be. If the delegates persist in ignoring their colleagues during debate (as often happens when the convention has not had a break, or just before lunch), firmness is called for. If the delegates show (as they often do) an aptitude for the rules, the president can relax his or her vigilance.

6. *It continues and broadens the benefit of the exercise for the class to treat itself as the state sending the delegation to the convention.* You can involve the entire class in the process of preparing your delegates for the convention by posing the issue of the delegation's credentials and encouraging your students to debate the instructions "their" delegates will carry with them to Philadelphia.

When your delegation returns to the class, you can continue the process for an additional day if desired by turning your class into that state's ratifying convention. That way, the whole class gets to explore the issues and interests at stake in making and in ratifying a constitution. The delegates are obliged

to function as representatives, explaining and defending either their support for the proposed Constitution or their refusal to sign it. The class can then debate the issues and vote to ratify or reject the Constitution drafted by the mock convention.

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This format can be adapted to such bodies as the ratification of the Constitution or the first Congress to meet under the Constitution. A mock first Congress was organized very successfully in April of 1989 by William Everdell of St. Ann's School in Brooklyn, New York; it debated constitutional amendments and the location of the permanent capital of the United States and tried to come up with solutions to the debt crisis facing the new nation. What was especially noteworthy about the mock first Congress was that the students elected their own Speaker; the "President pro tempore" acted as a quiet and tactful advisor to the Speaker, who carried out her duties with dignity, fairness, and efficiency. Other possibilities include the Senate in 1919 debating the Treaty of Versailles and the Covenant of the League of Nations; the Senate in 1850 debating the means to conciliate North and South in the aftermath of the Mexican War; or the impeachment and trial of President Andrew Johnson or President Richard Nixon.

Although the "Mock Constitutional Conventions for High School Students" used the facilities of The New-York Historical Society, you can hold such a mock convention in a high-school auditorium. All that is required to organize and run such a mock convention or legislative session is imagination and energy on the part of one or more teachers, library resources to permit research by teachers and students, and commitment to the exercise by all involved.

The lessons of the mock conventions and other exercises modeled on them will last far longer than most classroom experiences. These exercises give students a sense that politics is something within their grasp, something that they can understand and take part in without self-consciousness, something that is legitimate and interesting in its own right. High-school students will be old enough to become voters within one to three years of their taking part in such exercises. The mock convention is a superb way to introduce them to the possibilities and limitations of politics, then and now, in order that they may be better able as voters to evaluate the successes and failings of their elected officials.

Unit IV: What Was the American Revolution? 1760-1836

Lesson 5

Major Concepts:

1. The American Revolution had many effects -- political, economic, constitutional, social, legal, and ideological -- beyond the winning of independence from Great Britain.
2. Challenges faced by the young nation led to broadened interpretations of the Constitution.

Objectives: The student will be able to:

1. Present evidence that the American Revolution resulted in an enlarged participation of average citizens in their community's political, economic, and social life.
2. Explain how the Federalists and Republicans of the early national period both gained their objectives.
3. Trace the development of a town, village, or city from 1800 to 1835, reporting its growth in population, the development of its economy, and its cultural life.

Suggested Activities:

1. Distribute a map of the city of Troy drawn between 1800 and 1835. Ask students to locate and identify the names of streets in the business district from Rensselaer Street to Burden Avenue. Ask the class as a whole to classify the names into three or four groups according to some characteristic or concept that they feel might explain why the townspeople so named their streets. They should note that all the streets running north and south except River Street are numbered while all the streets running east and west (or better from the river, east) are common nouns (names of persons, places, or things). They should also recognize that one group of streets is named for concepts or ideas closely related to the newly formed nation -- Eagle, Peoples, Congress, Federal, State, and Liberty; another group's names derive from the economy, such as Canal, Ferry, and Mill (point out to students that Burden also fits in this group, because its name comes from the Burden Iron Works); and a third group derives its names from the early presidents of the United States.

Allow students to identify streets, parks, etc. from their own residences that may have similar names. In the capital district of New York State, for example, nearly all the cities and villages founded by 1825 have Congress, Liberty, and State Streets, parks, centers, or buildings.

2. Ask the students how to spell "color," humor," "torn," "down," and "country." Tell them that these words had different spellings in colonial and early national times. Many words now ending in "or" formerly ended in "our" (and still do in British English); many one-syllable words such as "torn" and "down" added a final "e." Words now ending in "y" following a consonant formerly ended in "ie."

Inform students that the "spelling bee" became a significant social event following the American Revolution; it continues to be very popular in the Midwestern states that formed part of the new territory granted to the United States following the Treaty of Paris in 1783. The original educational -- and perhaps political -- purpose of this event was the desire to purge Americans of any remnant of Crown rule in the country. One of the many efforts to "decrown" the states was the introduction of new spellings of words. In a very literal sense, to master these new spellings was an expression of being a proved American.

For a contemporary example, have students collect and analyze the words/terminology espoused by "political correctness" advocates and/or conservatives.

Ask students to review their texts and other resources to find additional evidences of the citizens of the new United States purging vestiges of the colonial past or replacing them with *American* cultural, political, and linguistic inventions.

3. Divide the class into two groups. Assign the role of "Federalists" to one group and "Republicans" to the other. Distribute to each group the major position that the original Federalist Party or Republican Party took on political issues of the day. Have the groups design "billboards," "political slogans," "political cartoons," "newspaper advertisements," "public notices," etc. on the following issues:
 - a. creation of a national bank.
 - b. federal policies supporting domestic manufacturers.
 - c. foreign alliances.
 - d. world political neutrality.
4. Assign each student to investigate the development of a town, village or city between 1800 and 1835. The students should identify, as much as possible, characteristics of growth in population, ethnic composition, religious denominations, manufacturing, government, public participation, social customs, education, and so forth.
5. Students are to present their findings through a vehicle of their choosing so that the displays demonstrate the following:
 - A. That Americans were in the process of moving beyond the quest for independence to building a nation and making it work.
 - B. That Americans believed strongly (but with significant limitations) that all persons should be involved in the new move to liberty, property, justice, etc..
 - C. That, by 1835, Americans had well-developed understandings of democracy.

Unit V: The Ambiguous Democracy in America, 1800-1848

Concepts:

Virginia dynasty
Jeffersonian Republican
judicial review
"cotton belt"
chattel
disunion
tariff
American Renaissance
utopian community
abolitionism

Jacksonian Democracy
agrarians
enfranchise
suffrage
doctrine of coverture
nullification
nativism
transcendentalism
temperance
manifest destiny

Rationale:

The most compelling question students might ask as we revisit this period is, "Why are we studying this again?" This is a legitimate question and must be answered in the students' terms, not just the historians'. The answer lies in the title of the unit. The students should recall the perspective of Alexis de Tocqueville when he visited and mused about the *new* American democracy during this period. Following Unit IV's view of its period as the development and climax of a revolutionary movement, students may be left, much as Tocqueville was, with the impression that everyone between 1800 and 1848 was in agreement as to what democracy means. Looking more closely at this period, both in terms of what was happening on the larger political scene and concurrent events in the day-to-day lives of ordinary people, we discover various levels of participation in the democracy. Some Americans could and did participate extensively while others faced limits on or bars to their taking part in public life -- even though it was a fundamental American assumption that all governments should

derive their authority from the people. Studying this period from that perspective will provide students with a useful historical touchstone to test modern debates about the inclusiveness of American politics and society.

Studying this period from that perspective also will help adolescents understand current ambiguities of American democracy and public life pertaining to their own lives -- such as permitting Americans between 18 and 21 to vote and own property but not to drink in many states, and not to marry or seek an abortion in some states without parental permission.

Unit V: The Ambiguous Democracy in America, 1800-1848

Lesson 1

Major Concepts:

1. Various concepts and practices of democracy flourished in this period -- first, the aristocratic and agrarian democracy of Jeffersonian America; then, the more aggressive, turbulent democracy of the Jacksonian period; and, finally, a profusion of movements for social and political reform in the 1840s.
2. Americans continued to struggle to devise the proper balance among the power of the federal government, the sovereignty of the states, and the rights of individuals.

Objectives: The student will be able to:

1. Explain the reasons why the Jeffersonian Republicans were able to dominate the political arena for a generation -- between 1800 and 1824.
2. Write an essay defending the position that the Jacksonian era brought greater access to political and economic power for the common or ordinary American.
3. Trace the evolution of one major reform movement which unfolded between 1820 and 1840 and demonstrate how it contributed to the idea that this was a period of "ambiguous" democracy.

Suggested lesson/activities:

1. Students are to read CROSSROADS Essay V to provide an overview of the period in American history.
2. The teacher should prepare for a mini-lecture or class discussion by compiling examples from events in the 1980s and 1990s which reveal the following political trends -- conservatism in domestic policy; strong military position in foreign policy, slowly vacillating in foreign relations; returning power from the federal government to the states and from states to communities; controversy over the role of the Supreme Court as authoritative interpreter of the Constitution; a continual push for reform in several arenas where select groups are being disenfranchised; the apparent power of big business and wealth in government; the apparent apathy of the ordinary citizen. Follow this with a discussion of the "Jeffersonian Republicans," drawing parallels between the two periods.
3. Each student is to select one of the "great events" between 1800 and 1824 and show how the various themes that ran through this period would shape public perceptions of

that event. The teacher, with students, can determine which student is to present this analysis for which event.

4. Point out to students that President Clinton is the first president to have been born after the end of the Second World War, and that by contrast all presidents from Franklin D. Roosevelt through George Bush had had some direct participation in that war. In addition, note that a large percentage of the modern American electorate is at least one full generation removed from that major conflict. Have students draw some parallels between these facts and the political situation in 1824, more than forty years following the end of the American Revolution (the 1783 Treaty of Paris).
5. The students should assume the role of a textbook writer for students attending public academies of the 1840s and write a 1/2 column synopsis of the Jacksonian Democracy era that portrays it as an era of the ordinary man's coming to economic and political power. The teacher should point out that simply echoing the CROSSROADS essay and their own textbook is not sufficient to complete this project. (At this time, as well as all others when written compositions are required, a scoring rubric should be developed by the teacher and students and the standards for each grade must be made clear to all interested parties.)
6. Small groups of students are to seek out as much information as possible concerning one of the major reform movements in this period, using whatever resources available. When this research is complete, have students design a brochure that these reformers might have used to present their concerns about American democracy and the political process in that period. (As in Activity 5, make certain that students understand the scoring rubric for assessing the product's merit.)

Unit V: The Ambiguous Democracy in America, 1800-1848

Lesson 2

Major Concept:

As the nation more than doubled in size between 1800 and 1848, geographic, economic, political, and social differences among the North, South, and West spurred the growth of sectional rivalries and differences in interests.

Objective: The student will be able to:

Produce a display describing the geographic, economic, political, and social advantages of living in each of the three large sections of the United States in the period between 1825 and 1850.

Suggested lesson/activities:

1. Distribute several brochures and other public relations material that various communities have devised to "market" their communities to prospective residents or businesses. Explain to students that they are going to produce similar materials for a community in the United States in the early 1800s. (For students in New York State, teachers could use the "I Love New York" material.)
2. Create task groups of 4-6 students, taking care to include within each group students with different learning styles and abilities. Remind students that they should consider the natural geographic barriers that separated the North from the South and each of these sections from the West. (The West here designates what is now the Midwest rather than the territory west of the Mississippi -- although the Far West is not to be excluded if it is of particular interest to students.)
3. Each group is to proceed as follows:
 - a. Select three communities -- one from each geographic region.
 - b. Assign group members to gather information about the geography, economics, politics, and society of the three areas.
 - c. Students should devise appeals to foreign immigrants who are considering emigrating to the United States. They should produce separate material for each region that would entice them to come to the area to live, work, and do business. Keep in mind that each section thinks itself best in all respects.

Unit V: The Ambiguous Democracy in America, 1800-1848

Lesson 3

Major Concept:

A distinctive American culture flowered during this period, encompassing innovations in and contributions to science, technology (especially transportation and communication), literature, and philosophy.

Objective: The student will be able to:

Describe in detail how one person, technology, invention, or other innovation contributed to a distinctive American culture during this period. In the process, students will go through a self-selection process to focus on an area of cultural history of particular interest to them and best suited to their talents and abilities.

Suggested lesson/activities:

1. This lesson is one in which two important education needs can be met: attention to individual differences and making connections across the disciplines. The teacher is encouraged to involve other teachers (from English, science, technology, art, music, vocational, education) in assisting students in obtaining information about their chosen topics.
2. Students may work alone or with others who have common interests. They should select one aspect of American culture that emerged in this period and investigate its presence, its unique character, and the effects it had upon the lives of people during the period 1800-1848.

Unit V: The Ambiguous Democracy in America, 1800-1848

Lesson 4

Major Concept:

Between the Treaty of Paris in 1783 and the Monroe Doctrine in 1823, the United States changed from a fragile new republic in a world of great powers to the dominant force in the Western Hemisphere -- while persisting in its indifference to European affairs.

Objective: The student will be able to:

Explain how the domestic and foreign policies of the United States during this period enabled it to become a major power in the Western Hemisphere while remaining somewhat isolated from and indifferent to European affairs.

Suggested lesson/activities:

1. Read Bil Gilbert's article "The Battle of Lake Erie" (*Smithsonian*, vol. 25, no. 10, January 1995). This battle, a key event of the War of 1812, places the student in the middle of the period in which the United States was expanding rapidly, making a statement about its power in the Western Hemisphere, and establishing an indifferent posture concerning European affairs. The article should be analyzed in terms of the following:
 - a. The nature of the U.S. military.
 - b. The level of American industrial development.
 - c. Relationships with Indians in the new territories acquired under the 1783 Treaty of Paris.
 - d. The scope and nature of the federal government's power with respect to states and individuals.
 - e. The extent of settlement in the "western territories."
 - f. The nation's developing transportation systems.
 - g. The development of the idea of "manifest destiny" or U.S. expansion.
 - h. Stabilization of foreign relations.

2. Have students read President James Monroe's 1823 annual message to Congress, focusing on the part of the message in which Monroe enunciated what later historians and politicians have dubbed the Monroe Doctrine. Briefly describe for the students the context in which President Monroe and his Secretary of State, John Quincy Adams, devised the Monroe Doctrine. Conduct a discussion in which students can take one of four positions on the Monroe Doctrine:
 - a. that of a citizen of the United States;
 - b. that of a subject of Great Britain or Spain or a citizen of France;
 - c. that of a citizen of one of the new Latin American republics; or
 - d. that of a Native American in newly acquired territories.

Students should be able to explain and justify their positions; in particular, they should be able to explain why citizens of the United States would welcome Monroe's message, why Europeans and Native Americans might resent it, and why Latin Americans might welcome it but have lingering reservations or doubts.

3. Using information from CROSSROADS Essay V and the students' products from Lessons Two and Three as resources, conduct a class discussion focused on the questions embedded in this lesson's objective.

Unit VI: "Now We Are Engaged in a Great Civil War": 1848-1880

Concepts:

compatriot
emancipation
Union
Confederate
popular sovereignty

property right
racism
discrimination
secession
federalism

Rationale:

There are at least two reasons for high school students to engage fully in the experience of Americans during the period in American history. The first appears in the opening of CROSSROADS Essay VI, which points out that this period is "a perfect historical laboratory to examine central questions of understanding history. . . ." The five questions that follow force the student to think well beyond the period. They force the student to reflect on earlier studies and to anticipate both future studies of history and their own futures as well.

Does a great event, such as the Civil War, have an identifiable cause (or set of causes)?

What is the place of "great men" (such as Lincoln or Lee) and what is the place of ordinary people in history?

What place does politics play in history? Is it central, or is it just a preoccupation of those who have power, irrelevant to those who do not have it?

What do such concepts as "freedom," "emancipation," "slavery," "federalism," and "equality" mean? Do they have one unchanging meaning over time, or do they change over time?

Is war glorious, terrible, or both? What does it mean to go to war, to take part in war?

A second is to build the realization that war of any kind -- whether between nations (such as the French and Indian, 1812, and Mexican wars), revolutionary (such as the war for American independence) or between civilians of one nation (such as the Civil War) -- is the most drastic, unwanted, and inhumane means by which humans attempt to solve their differences. This point is borne out by the attempts by the people of the United State to use persuasion and compromise to avoid such drastic solutions, by the horror and devastation that the war brought to both parties, and by the complex and troubling legacy the Civil War left for posterity.

Unit VI: "Now We Are Engaged in a Great Civil War": 1848-1880

Lesson 1

Major Concept:

The institution of slavery, which dehumanized African Americans and exacerbated sectional tensions among North, South, and West, helped bring about the Civil War.

Objectives: The student will be able to:

1. Present evidence that slavery was institutionalized in America -- by economic forces, political choices, and constitutional doctrine -- from the colonial period through the Civil War.
2. Describe examples of the dehumanizing characteristics of slavery in the Americas.
3. Explain how the institution of slavery differed in the three sections of the United States and how those differences both reflected and heightened sectional tensions among the North, South, and West.
4. Hypothesize what may have happened in 1860 if slavery had not been institutionalized in the South.

Suggested lesson/activities:

1. Explain to the students how the shipping industry today depends upon the ability to carry cargo both ways. Cite modern examples, including railroad cars, trailers from tractor-trailer vehicles, cargo ships, and airplanes -- all of which must both unload and load materials. It does not pay to return to a home port with empty containers. The same was true in colonial America. Describe the slave trade triangle created by the merchant seamen of New England. Ships would leave Boston, Mystic, New London, etc., loaded with rum bound for European ports. In Europe, the shipowners would sell the rum and use some cash to purchase items that the Portuguese in East Africa would want to buy. Sailing to East Africa, they would exchange goods and cash for captured natives. From Africa, with their hulls crammed full of Africans, they proceeded to the various ports in the Caribbean where they would exchange the Africans for sugar cane and molasses. The "Triangle" was closed by a return to New England where the sugar cane and molasses would be turned into rum. In this way one could argue that the "Northerner" was not a slave trader but just a transporter of people. It would be the persons who eventually purchased people from the Spaniards and others in the Caribbean who turned the process into slave trading. So it was rationalized. Do students find this rationalization persuasive?

2. There are many resources available to students that vividly describe this enslaving process and its dehumanization of African men, women, and children -- from the Africans' capture in tribal warfare to their deplorable living conditions in southern plantations. These should be explored in individual assignments. The teacher is reminded that slavery was not limited to the South in colonial America. The teacher should make available some excerpts from W. E. B. Dubois's account of the African slave trade in colonial New England for evidence of this.
3. Draw on material presented in John Hope Franklin and Alfred A. Moss, Jr., *From Slavery to Freedom: A History of African-Americans* (7th ed. 1994) to illustrate the differing living conditions faced by African Americans in the North, South, and West. [As an additional note on this subject, indicate that W. E. B. Dubois was the first African-American to receive a Ph.D. from Harvard University. Such an educational experience was anathema to most people in the South. Note, however, that Harvard awarded its first Ph.D. to an African American at the close of the nineteenth century.] Students are to seek other differences between the various sections which accounted for the differences in slavery from section to section. (Even though slavery was extinct in the Northern states above the Mason-Dixon line, note that Maryland, Delaware, Kentucky, and Missouri still permitted slavery.)
4. Review with students -- in lecture, discussion, or question-and-answer session -- the legalization of slavery through the Constitution and subsequent acts of Congress.
5. As a culminating activity, allow students in small groups to generate hypotheses as to what might have been the extent of sectional tension among the North, South, and West had slavery not been so institutionalized.

Unit VI: "Now We Are Engaged in a Great Civil War": 1848-1880

Lesson 2

Major Concept:

From the 1780s to the 1850s, politicians hammered out a series of compromises among the sections that preserved the Union and delayed the outbreak of civil war, but in the 1850s efforts to use compromise to stave off civil war became increasingly desperate and ineffective.

Objective: The student will be able to:

Use primary sources to defend a position during political debate.

Suggested lesson/activities:

The teacher is referred to Unit IV, Lesson Four for the use of role play as a vehicle for studying the history of compromise.

1. Divide the class into three groups: the North, South, and new territories. Provide the groups with the sections of the Lincoln-Douglas Debates of 1858 in which Stephen A. Douglas and Abraham Lincoln reflected on slavery in the territories and the major compromises that were reached from 1780 to 1850 -- *but not the compromises themselves*. These sections of the 1858 Lincoln-Douglas Debates can be found in *American Political Thinking: Readings from the Origins to the 21st Century* edited by Robert Isaak, Pace University, pages 313-317 (Harcourt Brace & Company, 1994).
2. One at a time, in chronological order, ask the groups to proceed as follows:
 - a. Identify the issue.
 - b. Argue your respective positions.
 - c. Follow the rule that no group wants the nation to break up.
 - d. Reach a compromise that satisfies everyone sufficiently.
3. Present a concise outline of the actual compromises and ask the class to draw conclusions about the status of sectional tensions as the nation approached the 1860s.

Unit VI: "Now We Are Engaged in a Great Civil War": 1848-1880

Lesson 3

Major Concept:

The Civil War transformed the nature and tools of war, the relations of individuals to their governments, the lives of soldiers, and civilians.

Objectives: The student will be able to:

1. Describe the differences between the way war was conducted before the Civil War and during the Civil War.
2. Describe the effects which the Civil War had upon the lives of soldiers and civilians.
3. Explain how and why the Civil War transformed the relationships of individual citizens both to the United States and to the state governments.

Suggested lesson /activities:

1. Begin the lesson by projecting a series of Civil War photographs depicting the nature and tolls of war at the time. (See CROSSROADS--Bibliographies Essay VI for selected resources).
2. Read the following to the students: This comes from a soldier's letters home:

I think I shall have to stay my three years in the Army. P.S. I don't know how long before I shall have to go into the field of battle. For my part I can't care. I don't feel afraid to go. I don't believe there are any Rebel bullets for me yet. If it is God's will for me to fall in the field of battle, it is my will to go and never return home.

* * * *

There was heavy cannonading all day and a sharp firing of infantry... I was not in the first day's fighting, but the next day I had to face the enemy bullets with my regiment. I was under fire about four hours and lay in the field of battle all night. There were three wounded in my company and one killed.

This soldier died -- not in battle but of chronic diarrhea in a New Orleans military hospital. The soldier's grave, No. 711 in Chalmette National Cemetery in New

Orleans, is marked "Lyons Wakemen, NY" -- the name Rosetta Wakeman used to disguise her gender. A more detailed account of women who were in the Union and confederate armies can be found in "The Odyssey of Pvt. Rosetta Wakeman, Union Army" (*Smithsonian*, vol. 24, no. 10, January 1994).

3. Divide students into pairs. One student is to select one major battle of the Civil War and proceed to gather information about the nature of the battle and the tools of warfare used. The other student is to return to the Mexican War and gather similar information.
4. From the information collected, create a short dialogue that might have occurred between a father who had fought in the Mexican War and a son (or daughter) who had fought in the Civil War each recounting their experiences and how they were affecting him (her).
5. Using selected resources from the CROSSROADS Bibliographical Essay VI and other sources, each student will write two letters (much as Pvt. Wakeman and her parents had done) describing how the Civil War was affecting lives: one from a soldier to home and the others from home to the soldier. Ask students to select families from both the Union and Confederacy.
6. Read to the students the following comment from the novelist and Civil War historian Shelby Foote:

Before the Civil War, the United States *were*. After the Civil War, the United States *is*....

Any understanding of this nation has to be based, and I mean really based, on an understanding of the Civil War. I believe that firmly. It defined us. The Revolution did what it did. Our involvement in European wars, beginning with the First World War, did what it did. But the Civil War defined us as what we are and it opened us to being what we became, good and bad things. And it is very necessary, if you are going to understand the American character in the twentieth century, to learn about this enormous catastrophe of the mid-nineteenth century. It was the crossroads of our being, and it was a hell of a crossroads.

Lead a discussion of this passage, and ask students to describe how the Civil War functioned as "the crossroads of our being."

7. Have students review the texts of the Civil War Amendments to the Constitution -- XIII, XIV, and XV. Lead a discussion of how these amendments reflect changing relationships between individuals and the federal government, and between individuals and state governments. Note in particular these amendments' nationalizing effects --

the Thirteenth Amendment's dismantling of a central institution of the lives of the Southern states (and the "border" states of Delaware, Maryland, Kentucky, and Missouri); the Fourteenth Amendment's elevation of national citizenship above state citizenship, and its limitation of state governments' power over individuals; and the Fifteenth Amendment's imposing of a federal standard on an area of government and politics -- regulation of access to the vote -- traditionally left to the states. It is also important to note that these amendments did not apply to Native Americans.

8. [Recommend to interested students a brilliant, brief book by Robert Penn Warren, *The Legacy of the Civil War* (1961).]
9. If possible, show students excerpts from the film "Glory" (1989), still perhaps the best depiction of actual military conditions during the Civil War. "Gettysburg" (1993) is also useful, as are two novels: Michael Shaara's *The Killer Angels* and Shelby Foote's *Shiloh*. [Stephen Crane's *The Red Badge of Courage* is less useful, as it does not give a sense of how ideas and politics imbued the Civil War.]

Unit VI: "Now We Are Engaged in a Great Civil War": 1848-1880

Lesson 4

Major Concept:

As President, Abraham Lincoln not only led the Union in the Civil War, but led the Union in the war of ideas and arguments with the Confederacy; after his death, his victory in that war helped make him a beloved national hero and the central figure in American political thought.

Objective: The student will be able to:

Analyze an original document written by Abraham Lincoln in terms of its ideas relative to the Union, the Confederacy, and the Civil War.

Suggested lesson/activities:

1. Distribute a writing of Abraham Lincoln which in some way expresses his ideas about the Union and/or the Confederacy to each student. There are ample original resources available to enable each student to have a different document. Excellent sources include the *Library of America* edition of Lincoln's *Selected Writings* (especially volume 2, covering the years 1859-1865) and Andrew Delbanco's *The Portable Abraham Lincoln*. [Save the Gettysburg Address (1863) and the Second Inaugural Address (1865) for lesson/activity 5 below.]
2. Have students extract key ideas from their documents that express Lincoln's ideas or arguments of positions taken about the Union and the Confederacy.
3. Present the ideas to classmates.
4. Work with the group to compile the major ideas and arguments into a single summary statement.
5. Have all students read the Gettysburg Address (1863) and the Second Inaugural Address (1865). Pursue the same discussion with respect to these two documents.
6. [Recommend for interested students: Garry Wills, *Lincoln at Gettysburg* (1992).]

Unit VI: "Now We Are Engaged in a Great Civil War": 1848-1880

Lesson 5

Major Concept:

Reconstruction promised African Americans a better way of life -- but Reconstruction failed by 1877, leading by the end of the century to the nation's abandonment of its African American population and the rise of a segregated South.

Objectives: The student will be able to:

1. Describe how the life of an African American family might have looked during Reconstruction in the South.
2. Describe the nature of the white "backlash" against the emancipation of slaves and their winning of equal political status under the Constitution through the Thirteenth, Fourteenth, and Fifteenth Amendments.
3. Describe the economic condition of the nation -- North, South, and West -- at the close of the Civil War and explain the reasons for such phenomena as "Carpetbagging" and "Scalawagging."
4. Explain what Eric Foner meant when he wrote that Reconstruction remained "America's unfinished revolution."

Suggested lesson/activities:

1. Begin the lesson by building an outline of conditions in the nation at the close of the Civil War. Include such things as a wrecked Southern economy, massive destruction of property, uprooting of families, huge war debt, occupational forces, large internal migration of peoples, revolutionary change in Southern politics following the Civil War Amendments, and dramatic changes in Northern industries. (If available, selected excerpts from some of the final scenes of "Gone with the Wind" or from the last episodes of *The Civil War* would be useful introductions. As alternatives, the teacher can read aloud or have students read aloud selected excerpts from *Gone with the Wind* and from Geoffrey Ward's *The Civil War*.)
2. Each student is to select one of the items listed in the class outline and, using both primary and secondary resource material, develop a classroom display that describes the item for others to use in attaining the lesson objectives.
3. Each student is to select an industry (or company) from either the North, South, or West and trace its development from 1848 through 1880.

[Teacher's note: Activities 2 and 3 may be accomplished in small groups as well as individually.]

4. Using the displays that students have created in lesson/activity 2, each student is to write an essay that describes what he/she feels the period meant for American as a whole. Begin the essay as follows:

"Reconstruction can best be described as ..."

Unit VII: "What, Then, Is This American?" ca. 1865-1900

Concepts:

industrialization
urbanization
immigration
technology
mass production

corporation
capital (as in economics)
organized labor
middle class
labor class

Rationale:

The three themes that run through American history in the latter quarter of the nineteenth century -- industrialization, urbanization, and immigration -- defined Americans both for themselves and for others. Most students can easily trace their own past to this era, both from oral history of grandparents and written legacies of their extended families. By studying conditions existing in the United States and in other countries and understanding why things went as they did following the Civil War, students can better grasp some of the domestic and international problems we face today.

Unit VII: "What, Then, Is This American?" ca. 1865-1900

Lesson 1

Major Concepts:

1. The United States became an industrial giant due to the rapid development of manufacturing technology, the growth of industrial capital investment, and the expansive growth of the industrial work force.
2. The industrialization of the United States also led to the formation and growth of a labor union movement, as workers organized to defend their interests; the resulting conflict between management and labor threatened the nation's social peace and harmony.
3. In this period, the United States was inundated by successive waves of immigrants from Eastern, Central, and Southern Europe and Asia; these newcomers rapidly expanded the spectrum of American cultural, ethnic, and religious diversity but also faced ethnic and racial prejudice.

Objective: The student will be able to:

Use primary sources to draw inferences about the changes in America between 1865 and 1900.

Suggested lesson/activities:

This lesson is introductory only, designed for the purpose of setting the stage for more extensive study of industrialization, urbanization, and immigration during this period.

1. Distribute three maps of the City of Troy, NY, for the years 1791, 1845, and 1886, to each student.
2. Sort the students into pairs, and have each pair study the maps and identify the things that appear to have remained the same and those that differed from 1791 to 1886 in Troy.
3. Ask the paired students to draw inferences -- from the changes they have identified on the maps -- about the following:
 - a. population density
 - b. population ethnicity
 - c. population occupations

4. Ask the class, using the same maps projected from transparencies, to summarize the changes that the students have deduced. At a minimum they should recognize:
 - a. major changes in transportation
 - b. increased number of plots in the north and south
 - c. increased number of identified municipal buildings and churches
 - d. large number of church denominations
 - e. arsenal, foundries, iron works, and stove company (Troy Bilt stoves were the most modern heating innovation of the century)
 - f. names of streets
3. As a closure, point out that all these changes reflect the rapid change from an agrarian to an industrial society which is more urban and ethnically diverse.

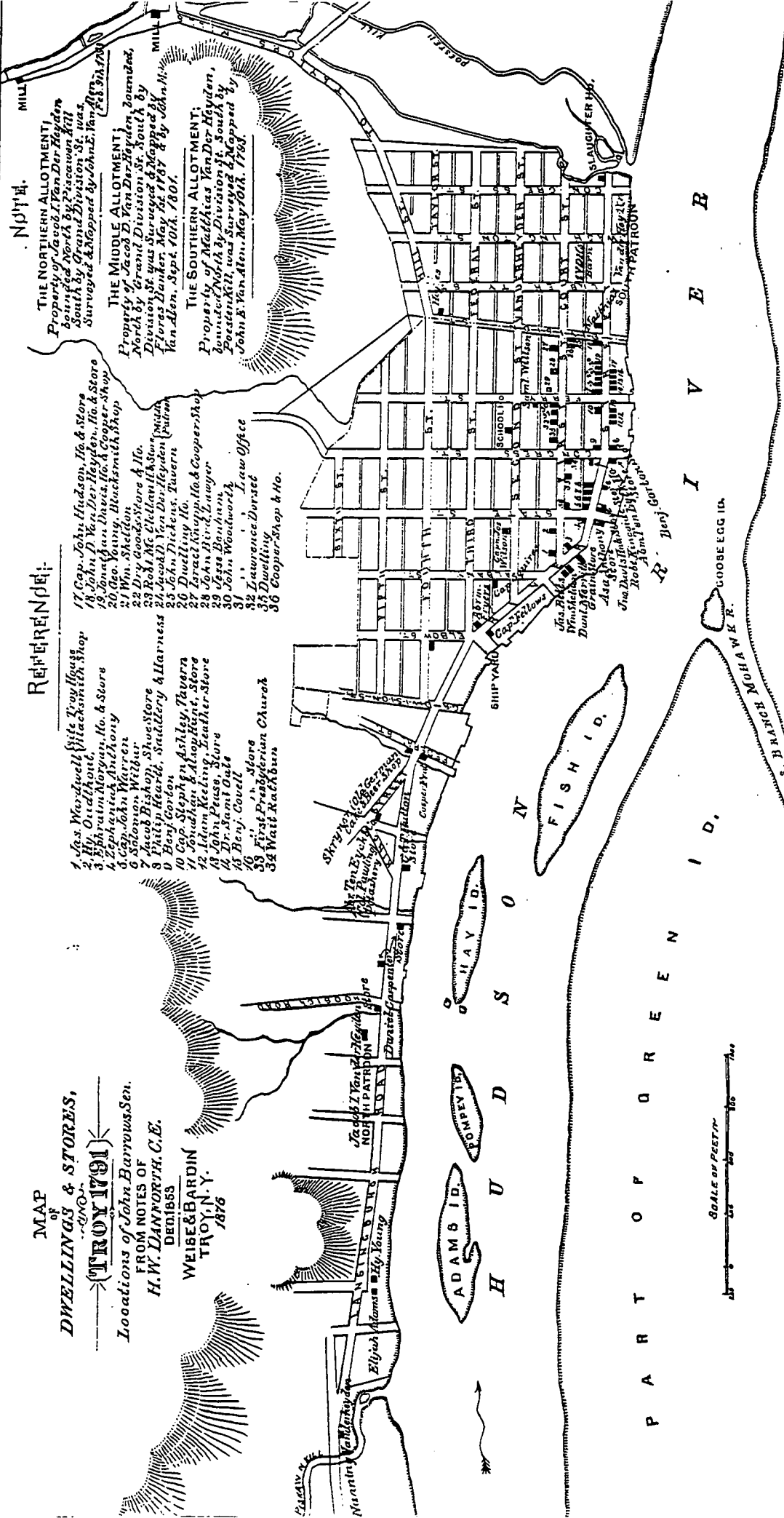
MAP
OF
DWELLINGS & STORES,
TROY, N.Y.

Locations of John Barrows Sen.
FROM NOTES OF
H. W. LANNORTH, C. E.
DEC 1853

WEISE & BARDIN
TROY, N. Y.
1876

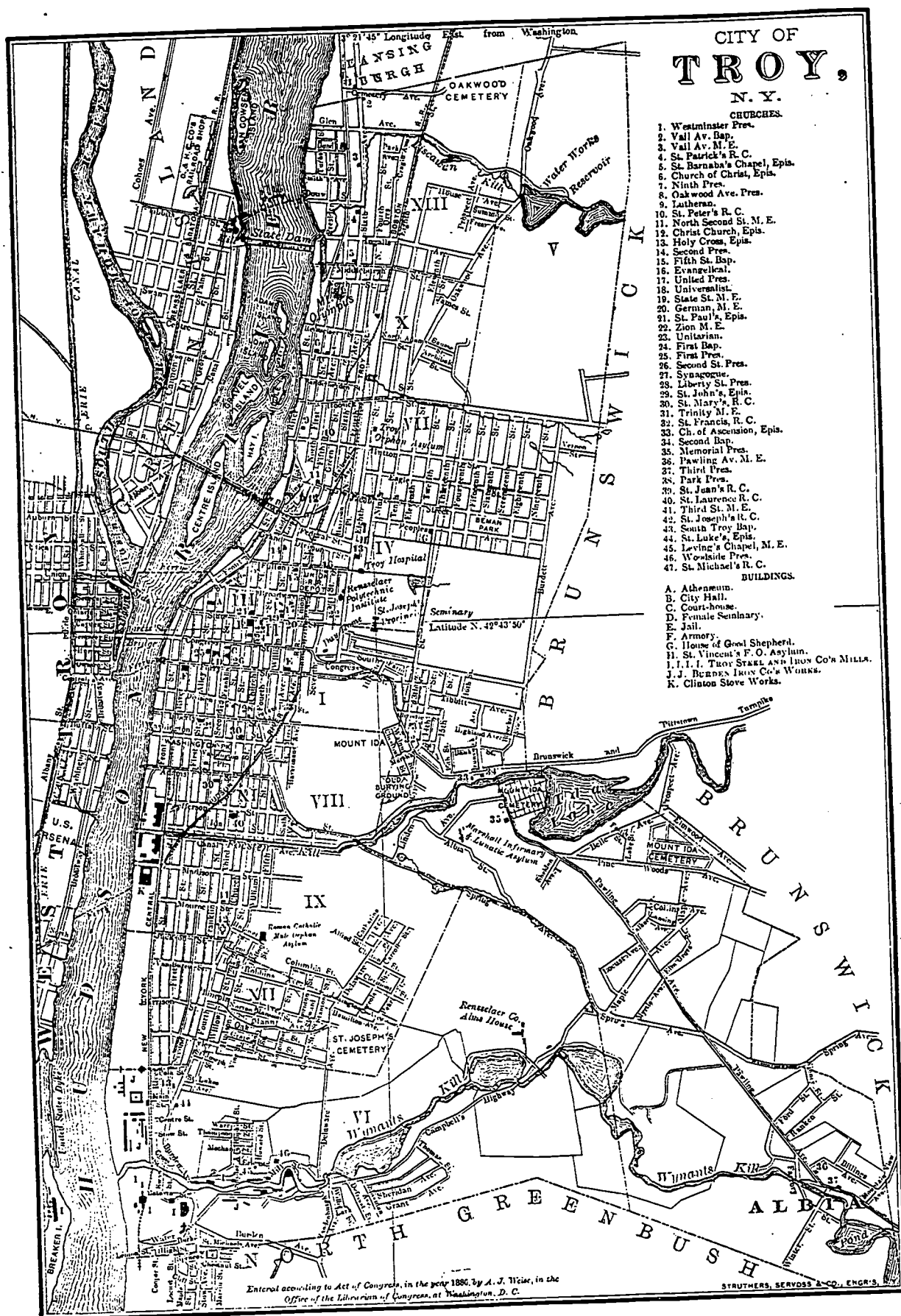
REFERENCE:

- 1 Jas. Wardwell, Site Troy House
- 2 H. O. Adair, No. 1
- 3 J. H. Smith, No. 1
- 4 J. H. Smith, No. 1
- 5 J. H. Smith, No. 1
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- 34 J. H. Smith, No. 1



Entered, according to Act of Congress in the year 1876, by Weisse & Bardin in the Office of the Librarian of Congress at Washington.

Wiese, A.J. Troy's 100 Years (1870)



Unit VII: "What, Then, Is This American?" ca. 1865-1900

Lesson 2

Major Concept:

The rising tide of westward expansion shattered Indian civilizations in the American West, and gave rise to a thriving frontier civilization composed of such people as miners, cattlemen, and homesteaders.

Objectives: The student will be able to:

1. Describe the relationship among miners, cattlemen, homesteaders, and the American Indians in the latter quarter of the nineteenth century.
2. Summarize the effect the above relationships had on each of the groups.

Suggested lesson/ activities:

This is not to be considered a lesson in the usual sense of using a single class period or set of periods. It is a long-term activity, which may very well extend throughout this unit and into the next. Having studied American history in middle school, students should have a fairly good grasp of western expansion, at least from a descriptive point of view. The intent of this lesson is to integrate the study of American history with that of literature, using the American novel as the vehicle. This activity would work best if the social studies and English teachers could collaborate during this unit.

1. Read aloud the opening pages of Book I of Willa Cather's *My Ántonia*. (If there is a student who is an excellent oral reader/storyteller in the class, this is a good opportunity for him or her to assist the teacher in introducing a lesson.)
2. Inform the students that *My Ántonia* is one of several books written by Willa Cather describing the life of the western pioneers. In discussion with students, recall the information from the novel about the West in the late 1800s:

Train travel from Virginia to western Nebraska; a Virginia boy and his family's hired hand are moving due to the death of the boy's parents and the hired hand's employer; ranch-wagon trip from the train station to the farm house of relatives; a Czech family, immigrants from Europe, speaking no English; signs of ethnic prejudice; vastness and difference in Western topography; "hawkers" on train travel.

3. Explain to the students in a mini-lecture that changes were taking place in the American West just as they were in the cities between 1865 and 1900. Note the break-up of Indian civilizations and the role of the federal government in that process as well as the influx of homesteaders, cattlemen, and miners, all moving to the West for different (sometimes clashing) reasons.
4. Distribute the assignment sheet "Reading Historical Novels" and explain that this is a long-term assignment with the finished product becoming a resource for their media center. [Teacher note: This assignment is one which, like many others in this curriculum, is an authentic assessment built into the lesson itself.]
5. If time permits in this introductory lesson, read the last two pages of *My Ántonia*.

Unit VII: "What, Then, Is This American?" ca. 1865-1900

Lesson 2

READING HISTORICAL NOVELS

1. With the help of your teacher and librarian, select a novel, journal, memoir, or diary that depicts some aspect of life in the American West between 1865 and 1900.
2. Read the selection to complete the following tasks:
 - a. Identify the major characters by the group to which they belong--homesteaders, miners, cattlemen, merchants, Indians, other.
 - b. Identify the social, economic, and environmental contexts in which the characters participate.
 - c. Describe the relationships between the various groups of people within the selection.
 - d. Summarize the major points which the selection informs you about the American West at that time.
3. Use the information gained from 2a-d to write a book jacket for the selection which can serve as an annotation for future teachers and students of history. Your "jacket" will be placed in the media center as a reference for others who have similar interests and assignments.

Unit VII: "What, Then, Is This American?" ca. 1865-1900

Lesson 3

Major Concepts:

1. The United States became an industrial giant due to the rapid development of manufacturing technology, the growth of industrial capital investment, and the expansive growth of the industrial work force.
2. The industrialization of the United States also led to the formation and growth of a labor union movement, as workers organized to defend their interests; the resulting conflict between management and labor threatened the nation's social peace and harmony.
3. In this period, the United States was inundated by successive waves of immigrants from Eastern, Central, and Southern Europe and Asia; these newcomers rapidly expanded the spectrum of American cultural, ethnic, and religious diversity but also faced ethnic and racial prejudice.

Objective: The student will be able to:

Develop a portfolio of materials that describe the growth of a business or industry during the latter quarter of the nineteenth century.

Suggested lesson/activities:

1. The teacher should begin the lesson with a short biographical sketch of Andrew Carnegie, noting the following:
 - a. He was an immigrant from Scotland.
 - b. His first regular employment was as a telegrapher for a railroad company.
 - c. He used most of his first pay to purchase shares in the railroad for which he worked.
 - d. He continued to work and invest in this way until he amassed a fortune.
 - e. His work with the railroad led him into the steel making industry.
 - f. His initiative developed into Carnegie Steel Company which later became United States Steel a large monopoly which controlled the industry from iron mines to the distribution of steel products.
 - g. He left his heirs only enough money for essential sustenance, leaving the fortune itself to libraries and other educational institutions.

2. Point out that Carnegie's biography touches upon all the elements of late 1800s America in terms of the growth of industry, the rise of banking and investment enterprises, government regulation of trade, labor relations, immigration, and urbanization. All of these things will become part of the students' work through the remainder of the unit.
3. Distribute the "History of American Industry" assignment sheet and briefly explain the expectations.

Unit VII: "What, Then, Is This American?" ca. 1865-1900

Lesson 3

HISTORY OF AMERICAN INDUSTRY

This activity allows you to become an active historian of an industry or business enterprise of your choice. If the community in which you live or a nearby city has such an enterprise that grew substantially in the latter part of the nineteenth century, you may wish to explore its development, using data available locally. Your task is to present evidence that the following three major themes interacted between 1865 and 1900:

- a. America was changing from an agrarian society to an industrial one.
- b. Population was shifting from rural areas to cities.
- c. Huge numbers of people were emigrating from Europe and Asia to the United States.

In addition, you are to show the relationship of political action and labor union activity to your enterprise's development.

1. Select a local company or one from a list provided by your teacher which had its origins prior to or during the years 1865-1900.
2. Describe its growth between 1865 and 1900 in terms of the following:
 - a. number of employees
 - b. gross earnings
 - c. capital investment
 - d. value of stock (if any) and shares outstanding
 - e. plant expansion
 - f. labor contracts
 - g. extent of market
 - h. impact on the local economy
 - i. diversification of product
 - j. working conditions
3. Describe the impact (if any) that governmental regulation had on its growth.
4. Using all the technologies available to you, present these data in a portfolio that contains a sufficient variety of materials so that students of differing interests and achievement will understand how your business demonstrates the interplay among the three themes mentioned in the introduction to the assignment.

Unit VII: "What, Then, Is This American?" ca. 1865-1900

Lesson 4

Major Concept:

At the end of the nineteenth century, the United States was poised to assume a leadership role in the community of nations.

Objective: The student will be able to:

Since this is a concluding lesson for the unit, the major objective is to provide the students an opportunity to present the information obtained in Lesson Three. From the series of student presentations, all students should have grasped the major intent of the unit in terms of where the United States was positioned internationally in 1900.

Suggested lesson/activities:

1. Allow each student 3-5 minutes to describe his or her portfolio. Ask the student to summarize how the company selected contributed to a new definition of an American.
2. Give each student a list of students within the class and a scoring rubric for assessing the portfolios. (As suggested earlier, rather than providing a rubric for lessons within this curriculum, it is much more valuable, instructionally, for each teacher to construct scoring rubrics with students at this grade level.) Have each student score all the presentations, including his or her own.

Unit VII: "What, Then, Is This American?" ca. 1865-1900

Supplemental Lesson

THE PASSING OF THE FRONTIER

Distribute copies of Frederick Jackson Turner's essay "The Significance of the Frontier in American History" for students to read at home. This essay is widely available -- for example, in the several editions of Turner's collected historical essays and in Daniel J. Boorstin's *American Primer*.

This supplemental classroom activity can be used as the basis either for class discussion or for a persuasive-writing exercise.

1. After the students have read the essay, the teacher can lead a discussion organized around the following questions:
 - a. What characteristics did Turner identify as integral to the frontier?
 - b. What, according to Turner, is the significance of the frontier in American history?
 - c. What significance did Turner associate with the passing of the frontier? What effects did Turner think the passing of the frontier will have on America?
 - d. On what occasion did Turner deliver this lecture? What effect do you think the setting of his lecture had on the argument he made in it?
2. After these questions, designed to demonstrate students' comprehension of Turner's argument, the teacher can then steer the argument to a consideration of the significance of Turner's thesis (i) for this era of American history and (ii) for the nature of history:
 - a. The passing of the frontier coincided with the explosion of urbanization in American history. Does your reading of Turner's essay suggest what effects he thought the urbanization of America would have on American history?
 - b. Turner seems in this essay to offer the frontier as the central explanatory factor in American history. What in the essay confirms this reading? What grounds do you have for questioning this reading?
 - c. Turner repeatedly told his students, "There is no one cause for anything in American history." Why, then, did he write this lecture, which historians cite as the classic example of one-cause history? Think about your answer to question 1d above; do you think that the setting of this lecture had any effect on the message he sought to present?

Unit VIII: Waves of Reform: 1880s to 1921

Concepts:

domestic reform
socialism
communism
imperialism
monopoly
trust

muckraking
propaganda
referendum
initiative (in politics)
recall (in politics)
reparations

Rationale:

There is ample evidence to indicate that high-school adolescents are very much concerned about social relationships and have a somewhat humanitarian outlook on life. They are being asked from all directions to be reflective thinkers, have inquiring minds, and be active problem solvers. The very serious problems in the United States that existed between the 1880s and 1921 resemble the problems that students will later have to confront and solve as adults. A study of the nature of those earlier problems and the various approaches to their solution provides an opportunity for students to test their current commitments to social well-being and their ability to find solutions to difficult social problems.

The role-playing activity related to foreign policy is designed to provide students with the opportunity to engage in a simulation of the political process. Students should see that they can and will approach that process at many levels in responding to the same problem.

Unit VIII: Waves of Reform: 1880s to 1921

Lesson 1

Major Concepts:

1. In the late nineteenth and early twentieth centuries, Populist and Progressive reformers exposed corruption, revitalized political institutions, regulated industry and commerce, attempted to cure social ills, extended political rights, and protected natural resources.
2. These waves of reform differed in their origins, goals, and methods, with Populists focusing on the agrarian Middle and Far West and Progressivism becoming a largely urban movement. Populists and Progressives even differed among themselves as to what reforms the nation should undertake and whom those reforms should benefit.

Objectives: The student will be able to:

1. Construct a party platform for a political group *circa* 1880s-1910s that advocates reforms that will aid the ailing small farmer and control "big business."
2. Construct a party platform for a political group *circa* 1880s-1910s that advocates governmental action to correct social ills in the nation's cities.

Suggested lesson/activities:

1. Begin the lesson by asking students to describe what it means to be a popular student. Ask what the difference is between popular and classical music. When we say that a certain piece of music is popular, what do we mean? What is the difference between the Boston Pops Orchestra and the Boston Symphony Orchestra? Summarize these responses by reference to the general idea that "popular" as a concept denotes the general public, the masses of people. Ask the musicians in the class what progressive jazz is. What makes the music different from other forms of jazz, such as blues and Dixieland?
2. Introduce the terms "Populist" and "Progressive" and present dictionary definitions:

POPULIST: A member of a political party claiming to represent the common people; a member of a United States political party formed in 1891 primarily to represent agrarian interests.

PROGRESSIVE: One believing in moderate political change, especially social improvement by government action.

Using the responses from these earlier discussions, move to a brief explanation of the concepts "popular," "populist," and "progressive." How are they similar or linked? How do they differ?

3. Divide the class into 5-6 study groups. Give each student copies of the "Populists and Progressives" worksheet. Choose selections from the CROSSROADS Resource, "POPULISTS AND PROGRESSIVES Selected Resources" for Unit VIII, Lesson 1. Distribute copies of these resources.
4. Provide class time for delivery of the "platform speeches" during a mock party convention. Review the principles of role playing found in Unit IV, Lesson 4.

Unit VIII: Waves of Reform: 1880s to 1921

Lesson 1

POPULISTS AND PROGRESSIVES

1. Your group task is to develop two political platforms -- one that addresses the concerns of the common man against "big business" and one that addresses the concerns of the laboring and unemployed people of the cities.
2. Assume the roles of political activists in the late 1800s and early 1900s.
3. Read selected CROSSROADS Resources (see end of lesson for list of suggested CROSSROADS Resources) and extract the major concerns that you believe the Populists and Progressives were seeking to address.
4. As a group, write party platforms that indicate the political action your parties advocate to bring about changes in politics and society that you feel are needed to respond to the problems in American life in this period.
5. Select two members from your group to deliver short speeches at a mock party convention.
6. As a group, construct the speeches to be given and make a party banner bearing a slogan that can be raised during the speeches.

Unit VIII: Waves of Reform: 1880 to 1920s

Lesson 1

POPULISTS AND PROGRESSIVES

Suggested Resources

1. *The Bitter Cry of the Children* by John Spargo. New York: Johnson Reprint Corporation, 1969. 337 pp. See especially "The Working Child," chapter 3.
2. "Farmers Unite: The Populist Party," in *Enrichment Support File* (Prentice Hall).
3. "Has Industrialization Produced More Benefits of More Problems for the Nation?" in *Teacher Resource Activities File* (Prentice Hall).
4. *How the Other Half Lives* by Jacob Riis. New York: C. Scribner's Sons, 1890. 304 pp. See especially "Pauperism in the Tenements," chapter 21 and the appendix.
5. *The Jungle* by Upton Sinclair. See especially chapter 14.
6. *Reform in America: Jacksonian Democracy, Progressivism, and the New Deal* by Faye Rattner. Chicago: Scott, Foresman, 1964. 176 pp. See especially "Why Progressivism?" chapter 6, pp. 61-64.
7. *The Shame of Cities* by Lincoln Steffens. "Introduction; and Some Conclusions," and "Tweed Days in St. Louis."

Unit VIII: Waves of Reform: 1880s to 1921

Lesson 2

Major Concepts:

1. In the first decades of the twentieth century, culminating with its entry into the First World War in 1917, the United States asserted a new leadership position in the world.
2. This new role raised several questions:
 - a. Should the United States emulate the European great powers and become an imperial nation?
 - b. What relationship should the United States have with its Western Hemisphere neighbors?
 - c. Having reluctantly entered and helped to win the First World War, should the United States shoulder a major share of responsibility for world affairs by becoming a member of the League of Nations?

Objective: The students will be able to:

Develop a foreign policy statement for the United States.

Suggested lesson/activities:

1. Students should be informed that this lesson is designed to allow them to take part in the development of a government's foreign policy in much the way that policy is actually formed -- through the interaction among experts in various fields related to foreign policy with members of the national legislative and executive branches of the federal government.
2. Have students review the provisions of the Constitution pertaining to the powers of the Congress and the President in foreign affairs:

Art. I, § 8, cl. 3 and 10-16; Art. I, § 9, cl. 7; Art. II, §§ 1-2.

[Either students can consult these sections in their textbooks or the teacher can prepare a transparency displaying the provisions. If the latter, the teacher should underline those parts of Art. II, §§ 1-2, pertaining to foreign affairs.]

3. Explain that the United States Senate acts on foreign policy on the recommendations of the Foreign Relations Committee, and the President acts on foreign policy on the advice of executive departments. Each of these officials in turn relies heavily on the advice of

experts in the field. Describe the activities of the lesson following distribution of the Lesson Task, procedures for grouping, and group assignments. Establish the student groups.

A. All students are to be given the "Performance Assessment-All Student" worksheet.

B. Select 4-5 students to be members of the "Senate Foreign Relations Committee" and give each member their CROSSROADS Resource assignment sheet.

C. Divide the remainder of the class into four groups of equal size assigning each group to one of the following "expert groups": Cuba, China, Panama, or Europe.

D. Distribute the "Foreign Policy Experts" CROSSROADS Resource to all members of expert groups.

4. Allow two to three days for students to complete their group assignments.
5. Allow two class periods for expert testimony.
6. Use one class for the "Senate" report summarizing its positions on foreign policy.
7. How each student is to present his or her individual "Presidential" position will vary according to the context of the school and the diversity of students.
8. *Supplemental lesson/activity:* Distribute to students readings on the Spanish-American War and the First World War; after students have read these articles, lead a class discussion on the political, diplomatic, and moral strengths and weaknesses of these first American ventures as a world power. Suggested resources are: "The Spanish-American War: Door to Imperialism," "Isolationism vs. Interventionism," "Through Mud and Disease: Building the Panama Canal," and "The Panama Canal: Three Issues in Geography," in *Enrichment File for Teachers* (Prentice Hall); "Chinese Revolution," chapter 12 in the textbook *Global Insights: Peoples and Cultures* (Glencoe/McGraw-Hill); "From 1839 to 1919," in *China: The People's Republic of China and Richard Nixon* by Claude A. Buss. Stanford, CA: Stanford Alumni Association, 1972; and "What We Lost in the Great War," by John Steele Gordon in *American Heritage* (July-August 1992).

Unit VIII: Waves of Reform: 1880s to 1921**Lesson 2****Performance Assessment
All Students**

You are to assume the role of the President of the United States. It is your responsibility to provide the United States with leadership and direction on domestic as well as foreign policy. You must create a policy for each situation presented by the expert groups. You may wish to agree or disagree with the possible solution offered by the Senate as well as the recommendations offered by the experts. However, you may benefit by examining the suggestions and solutions of each group in creating your own approaches and solutions for the foreign policy problems confronting the United States.

Your position must be convincing and historically accurate, but it need not be the real policy that any President actually pursued in this historical period.

Unit VIII: Waves of Reform: 1880s to 1921

Lesson 2

Senate Foreign Relations Committee

You are a member of the Foreign Relations Committee of the United States Senate. Your committee oversees the foreign policy of the United States. In the past, many long-standing American assumptions about the world have changed. The role of the United States in world affairs must keep up with these changes. In this exercise, you will consider four different situations pertaining to United States interests abroad and suggestions from foreign-policy experts on the relevant parts of the world. You are to question the experts on their views with an eye to finding possible solutions to the foreign-policy challenges the United States faces; you are to establish your position agreeing or disagreeing with the experts' proffered solutions, in particular on the scope and desirability of direct United States involvement. Your ultimate goal is to create a foreign policy for the United States with respect to each region.

- a. Select a representative to gather information from the expert groups at the beginning of each lesson.
- b. Representatives return to the committee and the group; together they are to prepare a summary of the activities for each day.
- c. Start each subsequent daily lesson with a summary report to the class before group activity continues.
- d. Prepare a final position paper describing your policy toward each of the four regions and regional problems confronting the nation.

Unit VIII: Waves of Reform: 1880s to 1921

Lesson 2

Foreign Policy Experts

Each member of each group will assume a responsibility and a role:

- spokesperson
- military advisor
- economic advisor
- cultural advisor
- foreign-policy advisor

The members of the group are to work together to provide background -- military, economic, and cultural information -- for the Foreign Relations Committee. In order to offer guidance to the Senate in the decision-making process, the members of the group are to devise possible solutions to foreign-policy problems arising in the group's assigned region. The experts should present the Senators with an ideal outcome and a not-so-ideal outcome. In cases like this, officials charged with formulating foreign policy need to grasp a range of scenarios from the best possible to the worst possible. You and your expert group need to persuade the Senate to act according to the wishes of the American people and the nation's best interests, as clearly defined as possible. Provide the Senate with reasons for or against involvement, including the benefits and hardships that intervention would entail. Each group will have responsibility for one of the following four regions:

- Cuba
- China
- Panama
- Europe

Roles

Spokesperson: Your job is to explain the situations and the possible solutions that serve the best interests of the United States. You are to provide a 3-5 minute presentation to the Senators. You are to synthesize the information provided to you by your colleagues in the expert group. You should include arguments from their areas of expertise. Keep in mind, though, that you must take the lead in organizing your group and helping it to reach a consensus on the views to be presented to the Senate Committee.

Military advisor: Your role is to present expert opinion on American military policies

growing out of your group's assigned regional crisis. You are to assess the military capability of the United States to respond to the crisis, and you should consider past events to evaluate the standing of the U.S. military. You must pay close attention to the costs and benefits of proposed military actions -- including costs in equipment, money, and American lives.

Economic advisor: Your role is to present expert opinion on American economic policies that will be affected by your group's assigned regional crisis. You are to assess the American interests implicated by the crisis and to assess the benefits and drawbacks of the range of policy choices posed by the crisis.

Cultural advisor: Your role is to present expert opinions on the culture(s) and people(s) implicated by your group's assigned regional crisis. You are to explain how the range of policy options available to the United States will affect the people(s) of the region, and how they will perceive American interests, roles, responsibilities, and actions. You must remind your colleagues, the press, and the Senators of the vital importance of crafting foreign policy by reference to the foreign peoples that policy will affect.

Foreign-policy advisor: Your role is to provide expert opinion on the role of the United States in world affairs, how other nations (in particular, neighbors of the nation or region implicated in the crisis), will respond to American policy, and how the American policy will affect American standing in the world. You must take account of current events and issues throughout the world.

Unit VIII: Waves of Reform: 1880s to 1921

Lesson 2

SITUATIONS IN BRIEF

Cuba

The close of the nineteenth century marked a major turning-point for the position of the United States in world affairs. During the nineteenth century, the nation had expanded across the continent and emerged as the world's leading economic power. Isolated from the Old World by two great oceans, Americans gave little thought to affairs overseas. As the United States changed, however, so did American expectations about foreign policy. Many Americans believed that their country should take a more active role in world affairs. The Caribbean region, particularly the island of Cuba, held special interest.

American attention focused on the Caribbean for a number of reasons. First, geography brought the people of the United States and the peoples of the Caribbean together as neighbors. Cuba is only ninety miles from the southern tip of Florida. As the importance of naval power increased in the nineteenth century, many American leaders became convinced that the United States needed to control the Caribbean to protect its own shores and shipping. Second, the United States and the Caribbean region were linked economically. American companies invested heavily in the sugar, coffee, and banana plantations of the Caribbean, especially as plans to build a canal across the isthmus of Central America advanced in the late 1800s. (In addition, in the 1840s and 1850s, Southern politicians looked to Cuba as a potential source of slaves and a theater for expanding slavery; in the weeks before Fort Sumter, Secretary of State William Seward proposed that the United States invade Cuba and oust the Spanish, to defuse tensions that were to bring about the Civil War.)

Finally, American interests in the Caribbean coincided with the Cuban people's struggle for independence from Spain, as Americans began increasingly to sympathize with the Cubans and look askance at the Spanish. Since the sixteenth century, Spain had ruled Cuba. Most Americans in the nineteenth century resented the colonial powers of Europe, and Cuba was the last major European colony in the Western Hemisphere. Moreover, Americans were increasingly angered and offended by Spain's brutal attempts to crush Cuban resistance.

It is 1898; the conflict over Cuba is boiling over, and the United States must decide how to respond.

Unit VIII: Waves of Reform: 1880s to 1921

Lesson 2

SITUATIONS IN BRIEF

China

The United States developed an active trade with China and other Asian nations beginning in the late 1780s, but this trade experienced a quantum jump in growth in the mid-nineteenth century. After the Spanish-American War of 1898, the United States acquired control of the Philippines, Midway, Hawaii, Guam, and Samoa; these possessions made the United States an important Far Eastern power and increased American activity and involvement in the Pacific and in mainland Asia.

The United States was concerned that European powers would establish spheres of influence in the moribund Chinese empire, which had no power to resist European military might; these spheres, American policymakers worried, could cut off profitable areas of trade to American interests. Secretary of State John Hay announced that the United States favored an "open door" to China -- that is, that all nations would have equal opportunities to pursue trade in Chinese markets and goods. Even though the European powers never formally agreed to abide by the Open Door policy, they acknowledged that it was in effect.

For the last six months, all foreign diplomats have been under siege in Peking (Beijing) by gangs of young activists organized by Chinese secret societies. The diplomats are now running out of food and water. In addition to American diplomats, there are many Americans living and working in China, most of them missionaries; the secret societies regard missionaries as threats to Chinese culture and values and thus are particularly eager to kill them. The dream of these societies is to rid China of all foreign influences, so that the Chinese Empire may recover its might and restore its status as the central power in world affairs.

This "Boxer Rebellion" threatens the lives of all Europeans and Americans in China. To avoid more bloodshed and chaos, an international expedition has been sent to crush the Boxer Rebellion.

Unit VIII: Waves of Reform: 1880s to 1921

Lesson 2

SITUATIONS IN BRIEF

Panama

The Spanish-American War emphasized the importance for hemispheric and world trade of building a canal across the isthmus of Central America connecting the Atlantic and Pacific Oceans. Because the Panama district of the nation of Colombia is the narrowest place on the isthmus, it is the natural site for a canal. French efforts in Panama to match the French construction in 1869 of the Suez Canal have failed, and the United States is eager to take up the challenge, for reasons of economic interest, technological challenge, and national pride.

The United States has offered ten million dollars to Colombia for a strip of land across the Panama district where the canal would be built, but Colombia has delayed its action on the offer, convinced that it can find a better offer elsewhere. The Colombian delay has outraged the United States. Americans desire the canal to protect United States territories in the Pacific; a canal would enable American warships to reach the Pacific Ocean that much more quickly. President Theodore Roosevelt, eager for the canal, has demanded repeatedly that the United States and Colombia reach a deal; yet the Colombian senate has stalled, with other Colombians ranged in opposition to the deal for a variety of reasons, including their distrust of Roosevelt's intentions and resentment of American power. Meanwhile, Panamanians and Americans residing in Panama are growing increasingly unhappy with Colombian rule. In November 1903, they stage a rebellion against Colombia, seeking to establish an independent republic of Panama. Roosevelt captures the moment by sending an American gunboat to the coast of Panama and threatening Colombia with severe reprisals if its forces take any action against American nationals in Panama. This maneuver cripples Colombia's attempts to put down the revolt, and Panama declares its independence. The United States has negotiated a quick treaty with the new government and has begun plans to build the canal across Panama.

Unit VIII: Waves of Reform: 1880s to 1921

Lesson 2

SITUATIONS IN BRIEF

Europe

The "powder keg" of Europe seemed at first to have little direct relevance to American interests, as the United States was still seemingly insulated from European crises by the Atlantic Ocean. In August 1914, war broke out in Europe; the specific cause was the assassination of the Austrian Archduke Franz Ferdinand by a Serbian nationalist in Sarajevo, the capital of the Austrian province of Serbia. Russia, aided by France, demanded that Austria not punish Serbia for the assassination; Germany joined Austria, and Britain and Italy joined Russia and France. Within weeks, the entire continent was at war.

The overwhelming majority of Americans favored neutrality; most Americans argued that the United States had no vital interests at stake, Irish-Americans eagerly hoped for British military failure, and German-Americans warmly supported the interests of their mother country. President Woodrow Wilson was aware of these divisions, and had reasons of his own for backing neutrality. He distrusted the European powers and the clandestine self-interest of European foreign policy; he disdained the network of secret treaties and alliances that had been instrumental in escalating a modest crisis into a world war. Wilson also believed that the United States should occupy a special place in world affairs -- as a beacon of democracy, freedom, honesty, and justice. In 1914, Wilson based his neutrality policy on his conception of the American role in the world.

The problem was that the United States, as a neutral country, still traded with the nations of Europe, and American shipping thus became a target for the navies of the warring nations, each of which sought to interfere with the naval trade of the other side. New technologies that gave rise to speedy ocean-going naval vessels and the torpedo-firing submarine transformed the nature of naval war, and the plight faced by neutral American vessels. Americans now begin to wonder whether they will be drawn into the conflict; at the same time, news reports of the horrors of war -- poison gas, machine guns, trench warfare, and tanks among them -- appall the American people, who more than ever want to avoid the conflict.

Unit IX: Boom and Bust: 1921-1933

Concepts:

Depression
labor injunction
Prohibition
stock market

speakeasy
"Noble Experiment"
self-regulation
margin (related to stock purchase)

Rationale:

The first two sentences of the second paragraph of Bernstein's CROSSROADS Essay IX explain the reason for studying the period in the way proposed:

This approach [viewing the period under discussion in two parts, 1921-1929 and 1929-1933] seems to comport better with history as the American people experienced it. They saw the period from 1921 through 1929 as an organic whole (the "Roaring Twenties") and they saw the slide into the Great Depression from 1929 through 1933 as a grim, ironic coda to that period.

This period offers many parallels to students' lives today: The perplexing problems faced by American government in a dramatically changing economy moving from an industrial base to a service base; huge public and private debt; ever-increasing deficit spending and unfavorable balance of trade in foreign markets; crime exacerbated by a seemingly uncontrollable use of illicit drugs; an increasing number of people becoming millionaires and an even greater number becoming paupers; the challenge of providing for an aging population that is an ever-growing proportion of the national

population; adulation of "celebrities" drawn from popular culture, sports, and entertainment; and state and local governments threatened by debt and potential insolvency due to overextension of debt, shrinking tax bases, and growing calls upon public services.

Studying the history of the United States in the 1920s can provide valuable information and insights for students to frame legitimate hypotheses concerning life in the 1990s and beyond.

Unit IX: Boom and Bust, 1921-1933

Lesson 1

Major Concept:

1. Changes in technologies of transportation and communication, in values and habits, and in economic life transformed the face of American life in the 1920s, confirming that the United States had become decisively an urban nation with a diverse population and spectrum of values.

Objective: The student will be able to:

1. Trace the development of society and politics within one city between 1921 and 1933 and analyze the changes in terms of how they transformed American life while confirming American urbanization and diversity.

Suggested lesson/activities:

1. Distribute a list of the following four Content and Concept statements for Unit IX. Indicate that this lesson emphasizes the first statement.

Unit IX Content and Concepts

1. Changes in technologies of transportation and communication, in values and habits, and in economic life transformed the face of American life in the 1920s, confirming that the United States had become decisively an urban nation with a diverse population and spectrum of values.
2. Though Prohibition was supposed to make Americans more virtuous, sober, honest, and industrious, it actually led to lawlessness and corruption in American public and private life.
3. The Stock Market Crash of 1929 was both the culmination of political, social, and economic forces that had gone out of control in the 1920s and the harbinger of a vast and deep economic slump that would dominate the 1930s.
4. The Great Depression dramatically changed the lives of most Americans, and began to change both their understanding of the economic system and the place of government in American life.

2. Briefly explore through discussion the understandings and perceptions that students have about this period in American history. From the discussion/review, develop a list of possible topics that students wish to explore in more detail.
3. Point out to students that this was a period of remarkable changes and that most Americans recall the "good" or spectacular things -- the 1927 Lindbergh flight, the silent films, the dramatic aspects of Prohibition, and the advent of the Great Depression -- rather than the lives of ordinary people. This lesson is one which extends throughout the unit and is to be completed on an independent basis.
4. Distribute the *Unit IX: Boom and Bust, 1921-1933, Independent Study Activity* resource. (The sheet indicates how the first day's activity is to continue as well as subsequent activity.)

Unit IX: Boom and Bust, 1921-1933

Lesson 1

Independent Study Activity

1. Use the remaining class time to read the first five pages of CROSSROADS Essay IX (Part I only).
2. Select one of the authors cited on page 4 of Essay IX.
 - a. With the help of your teacher or media consultant, choose one work by that author that uses the period 1921-1933 as its context. Read the selected work to extract the information sought by "b" below.
 - b. Which social problem(s) mentioned in CROSSROADS Essay IX is of concern to the author?

Which position does the author take on American values?

What more do you know about the period from reading the work you have chosen?

3. Select a city near you, your own city if possible, and -- through personal interviews, library resources, and selected readings provided by your teacher -- prepare a report that responds to the following assignment:

Trace the development of society and politics within a city between 1921 and 1933 and analyze the changes in terms of how they transformed American life for its inhabitants while confirming American urbanization and diversity.

Unit IX: Boom and Bust, 1921-1933

Lesson 2

Major Concept:

1. Though Prohibition was supposed to make Americans more virtuous, sober, honest, and industrious, it actually led to lawlessness and corruption in American public and private life.

Objectives: The student will be able to:

1. Explain the reasons why the Constitution was amended in 1919 to prohibit the distribution, sale, and consumption of intoxicating beverages.
2. Explain the reasons why the Constitution was amended in 1933 to repeal the Eighteenth Amendment.
3. Describe the parallels between legal and illegal forms of gambling in the United States today and the enactment and repeal of the Eighteenth Amendment to the United States Constitution.

Suggested lesson/activity:

1. Begin by asking students if they or their parents or grandparents and others they knew participated in any of the following: bingo, lotteries, "numbers," parimutuel betting, casino gambling, and other forms of controlled gambling. Briefly discuss the pros and cons of these forms of legalized gambling. Discuss with the students other forms of gambling that are not legalized, and why these forms are not legalized.
2. Have students read the "Saloons and the Burden Iron Works" resource and discuss the questions set forth on that worksheet.
3. Display a color layer relief map of the United States that also displays the major U.S. cities. Using the map as a reference, ask students to give reasons why it was so difficult for law-enforcement officials to prevent the heavy incidence of bootlegging, moonshine distilling, and rum-running in the United States in the 1920s. Students should recall that transportation and communication had changed dramatically with the invention and widespread use of the automobile and telephone, thus changing the ways that legal and illegal business was conducted.
4. Using the results of the discussion, have the class suggest how alcoholic beverages reached large American population centers in such large quantities and how so many "speakeasies" were able to operate. Because transportation, importing, distribution,

sale, and consumption of these beverages were all illegal, students should see the logic of the conclusion that at least some law-enforcement authorities and government officials must have "turned their eyes away" from obvious illegal activity, or even accepted bribes to "turn a blind eye."

Unit IX: Boom and Bust, 1921-1933

Lesson 2

"Saloons and the Burden Iron Works"

Directions: Read the following brief statement and be prepared to answer the questions that follow in class discussion.

When the Burden Iron Works, Troy, New York, was in full production in the early 1900s, it provided steady employment in low-level laboring jobs for the many immigrants who had moved into the city seeking a new and better way of life. The jobs these men filled required very few skills but demanded strong bodies and physical endurance. Knowing little English or having strong ethnic cultural roots with fellow immigrants, the laborers found comfort in coming together following each work day for a little relaxation and friendly conversation. Businessmen responded to this opportunity by opening at least four saloons between the railroad tracks supplying the mills and Burden Avenue, a distance of less than 200 yards. [Refer to the map of Troy 1836 for a reference to this area.] Each day the Irish, Poles, Italians, Germans, Lithuanians, and other immigrant workers wearily entered their favorite saloons to have "a few rounds with the boys" before going home. On many days, some of these workers would not make it home under their own power. An equal number ended by having no real home to return to, because of disruption of family life due to excessive dilution of wages. Other workers would be unable to work at full capacity for days afterward, some being too ill to work at all.

1. What does the above tell us about life of the laborer in cities in the early 1900s?
2. How does the above passage suggest that alcohol consumption affected the laboring class more than the upper and middle classes?
3. What in the above passage suggests reasons for the enactment of Prohibition?
4. What in the above passage suggests why Prohibition would be opposed in most urban areas?

Unit IX: Boom and Bust, 1921-1933

Lesson 3

Major Content/Concepts:

1. The Stock Market Crash of 1929 was both the culmination of political, social, and economic forces that had gone out of control in the 1920s and the harbinger of a vast and deep economic slump that would dominate the 1930s.
2. The Great Depression dramatically changed the lives of most Americans and began to change both their understanding of the economic system and the place of government in American life.

Objectives: The student will be able to:

1. Describe the social, political, and economic forces that prevailed in the 1920s and the behavior of the American people attributable to those forces.
2. Produce a graphic display that demonstrates the extent of the economic slump that dominated the 1930s.
3. Formulate a hypothesis as to what changes the Great Depression brought to the lives of most Americans and develop a procedure for testing that hypothesis through the use of oral-history techniques.
4. Use oral-history techniques to explain the Americans' understanding of the economic system, the stock-market crash of 1929, and the Great Depression.

Suggested lesson/activities:

This lesson is the first of a series in which students can become historians using oral accounts of the past given by (a) Americans who lived during the period under study and by (b) their immediate heirs, who have original documents and recollections of their deceased parents' experiences.

The teacher has several options as to which method would best be used to achieve the first objective and provide information other than from interviews necessary to complete the other objectives. If time permits, students can work in small groups or independently to review resources provided by the teacher and the media specialist. The teacher may give the necessary information through a series of handouts or in lectures. Objective Two requires students to extract specific information from a variety of sources and display it in a different format to demonstrate a trend. The intent here is to test the students' ability to reduce complex information to a more simple and concrete form.

DAY ONE

1. Begin the lesson by projecting headlines from any leading newspaper of national circulation depicting the trouble the economy was in just before, during, and just after the 1929 stock market crash. Also project headlines emphasizing the responses to the problems. (Be sure that the dates of the newspapers are evident.) Ask students to infer what is happening and who is involved as they observe the displayed newspapers.
2. Following the display of headlines, ask the students to imagine that these headlines are appearing today. Ask students to predict what the headlines would lead to in their lives and lives of other people -- such as merchants, industrialists, bankers, government officials, and so forth. Have students compile the list of predictions so that they can make comparisons between their predictions and what happened in the late 1920s and early 1930s.
3. Take the student through an imaginary scenario similar to that occurring in 1929 just before and during the crash. Ask the student to imagine he or she has obtained a steady job at McDonald's. With that income, he or she is able to purchase a used car on credit with no down payment and three years to pay. He or she then goes on to purchase a stereo system for the car -- again on credit, using his or her employment as a basis for securing it. He or she then receives an unsolicited bank credit card with a pre-approved credit line but carrying a 19% interest rate and high penalties for failure to pay on time each month. He or she uses the credit card to the limit before his or her first payment is due. A similar credit card arrives from another bank, and he or she repeats the process.
4. Proceed in this fashion to include banks that extend credit to companies which continues to produce new cars and stereo systems in anticipation of future orders. Banks in turn buy securities issued by those companies, paying only a small percentage down and anticipating a rise in stock prices due to the impression that increased productivity will result in increased earnings. They also buy capitalization bonds of other companies with the perception that they will be easily sold on the open market. Point out, if students do not already recognize it, the volatile nature of this scenario.
5. Now postulate that he or she has lost his or her job and ask the students to trace the ripple effect produced by it throughout the economic system which has been laid out.

Teacher note: With some creativity, teachers could create a role-playing situation with assigned roles to various players represented in the scenario.

6. Close this lesson with a summary that bridges these activities with the independent study to follow.

DAY TWO

1. Begin by distributing to each student a list of the two content/concept statements for Lesson Three and the four objectives. By this time, students should be familiar with the procedures for securing information independently. They also should have had many opportunities to construct displays for class presentation.
2.
 - a. Use the remainder of the class period to review the procedures historians use to investigate a problem (steps of historical inquiry), specifically the methods of oral history. Allow students to offer some problems and possible hypotheses to investigate.
 - b. End the class period by generating a series of questions that students might ask during their oral-history inquiries.

Unit X: The Age of Franklin D. Roosevelt: 1933-1945

Concepts: *Note* -- While some of the items included below are proper nouns rather than concepts *per se*, they have become part of our conceptual language.

regulatory measures
organized labor
New Deal
Social Security
laissez-faire
Axis powers
"make-work" programs
resident alien
internment camp
"Fireside Chat"
administrative agency
state-directed capitalist planning
judicial review

Court-packing
strategic bombing
free world
war tribunal
Nazi Germany
Cold War
"Rosie the Riveter"
concentration camp
reparations
Manhattan Project
atomic weapons
Holocaust
Hiroshima/Nagasaki

Rationale:

As much as any other period in American history, the era of Franklin D. Roosevelt shaped the modern world. The government activism that for more than sixty years has been a given of American public life and that is now a focus of political controversy began during Roosevelt's administration. Moreover, the image of the activist, enlightened President that has dominated Americans' assessments of their Presidents in the modern era began with Franklin D. Roosevelt. Finally, the era of the Second World War shaped the configuration of world politics that prevailed for half a century.

played for six decades in providing for the general welfare. Finally, the grandparents of today's students grew up in the age of Roosevelt; study of this period will enable students to connect with their grandparents, to help them shape and develop their knowledge of history, and the teacher to educate students in further use of the valuable techniques of oral history.

In particular, many of the benefits that students and their families receive today -- such as disability and unemployment insurance, Medicare and Medicaid, Social Security, food stamps, fuel assistance, low-interest college loans, tuition-assistance programs, and HEOP have sprung from the activist role that the federal government has

Unit X: The Age of Franklin D. Roosevelt: 1933-1945

Lesson 1

Major Concepts:

1. Franklin D. Roosevelt's administration changed the role of government in solving the nation's problems, and Roosevelt skillfully made the Presidency the focus of American public life.
2. The New Deal programs improved the lives of individual Americans during the Great Depression and transformed the role of the federal government in national life for half a century.

Objectives: The student will be able to:

1. Analyze the programs of President Franklin D. Roosevelt's administration during the first and second New Deals in terms of the change that occurred in the roles of government and the growth of the Presidency's importance in American public life.
2. Document the statement that the New Deal programs improved the lives of individual Americans during the Great Depression.
3. Present evidence that the effects of the New Deal persisted for more than half a century, both in the roles that the federal government continued to play in national life and in the lives of individual Americans.

Suggested lesson/activities:

DAY ONE

1. If possible, work in conjunction with the English/Language Arts teachers to have students read or view *The Grapes of Wrath*.
2. Project a series of photographs depicting life during the Depression in rural and urban areas. Lead class discussion to develop a list of characteristic conditions displayed and a list of possible things that might ease the people's problems.
3. Find poems or excerpts from interviews discussing the Great Depression. (Many are available through the Franklin D. Roosevelt Library.) Lead a short class discussion around the question: "What do these readings tell us about individual Americans' responses to the economic hardships brought by the Great Depression?"

4. Distribute the major content and concepts and objectives for the lesson, and indicate that students are to use the next several days to develop a portfolio that (a) accurately portrays the New Deals of the Roosevelt administration, (b) presents evidence indicating the improvement of the lives of individual Americans during the Roosevelt administration, and (c) demonstrates the ways that the New Deals transformed the role of the federal government in American life.
5. Distribute the *Procedure for Roosevelt Administration Portfolio and New Deal Checklist*.
6. Use the remainder of the first day's lesson to construct the scoring rubric for the Portfolio with the students.

DAY TWO

7. Group the students into pairs. Distribute the "Roosevelt's First Inaugural" activity sheets. Students will include their responses in their portfolios.

DAY THREE

8. Locate the document-based question (DBQ) "Comparing 'Conservative' Hoover and 'Liberal' Roosevelt" from Educational Testing Service, Princeton, NJ. Have students write a concise response to the question asked. (This is a teacher-directed independent activity.) Students will include the written response in their portfolios.
9. Some students may wish to create a portfolio project based upon their interpretation of political cartoons. If so, they could complete the "Using Political Cartoons" activity found in the CROSSROADS Resources for Unit X, Lesson One.

Unit X: The Age of Franklin D. Roosevelt: 1933-1945

Lesson 1

Procedure for Roosevelt Administration Portfolio

TASK: It is your job to create and collect a portfolio of works and objects that represent the New Deal programs of the 1930s, their effects on the lives of individual Americans, and modern remnants of the programs.

PROCEDURE: The following two lists identify possible projects that you can include in your portfolio. One list addresses the New Deal programs and the changing role of the federal government in solving the nation's domestic problems. The other addresses the short-term and long-term impacts of the New Deal on the lives of the American people. In certain instances, projects may address both governmental roles and people's lives.

You can use several together, or develop a set of works and objects of your own choice and creation to complete your portfolio. The important thing is to present evidence that demonstrates that you have met the three objectives of this lesson.

Possible Portfolio Projects [A]

- * Interview a person who remembers the Great Depression (see CROSSROADS Resource "Depression Era Interview Questions"). Find out what life was like for this person, and his or her family and friends. Find out if your interview subject experienced hard times, and his or her opinion of political leaders of the day. Ask about state and local leaders they might remember. Write a report based on your interview.
- * Collect pictures of Depression-era posters.
- * Make a poster illustrating causes of the Great Depression, the ways that the Depression affected Americans' lives, and some of the remedies devised by the federal government.
- * Devise a crossword puzzle or word-search puzzle using names and terms associated with the Great Depression and the New Deal.
- * Assemble a picture presentation for the class on any of the WPA construction and art projects. Be sure to include examples found in your community or region.
- * Write a dramatized debate between Herbert Hoover and Franklin D. Roosevelt on the topic: *Resolved, That the Federal Government should give direct aid to citizens during a severe depression.*
- * Make a poster illustrating one of the New Deal agencies and its job in Depression America.

Possible Portfolio Projects [B]

- * Make a collage of pictures, drawings, headlines, graphs, and charts showing economic problems of the modern United States that resemble problems the nation experienced during the Great Depression. Also show attempts to solve these problems.
- * Create a political cartoon illustrating the effects of the New Deal on American culture.
- * Write a position paper on the long-term impact of the New Deal legislation on the American economy, political life, and society.
- * Research the federal deficits and surpluses from 1930 to 1990.
- * Create a poem depicting the lives of ordinary people during the Great Depression and the New Deal programs designed to lift people out of the Great Depression.
- * Find and read some of the literature that was written under the auspices of the Writer's Project. Analyze these works for their political and economic themes.

Unit X: The Age of Franklin D. Roosevelt: 1933-1945

Lesson 1

Depression-Era Interview Questions

Finding a survivor of the Great Depression may be difficult. Persons old enough to remember the Great Depression would be at least 67-70 years old in 1995. And yet, if a student is able to find someone who both lived through the Great Depression and the New Deal and is willing to take part in an oral-history interview, the experience will be rewarding for both parties -- for the student, who not only will learn about the period in question but also will get his or her first chance to practice some of the skills of an historian, and for the interviewee, who will both advance the student's education and have his or her experiences and memories taken seriously and preserved. The following question will be helpful in conducting such an interview. The questions would also be useful for interviewing people who have lived through any other historical time period.

Sample Questions

1. When was the first time you remember hearing about or recognizing what the Great Depression meant?
2. What one image do you picture when you think of the Depression?
3. How did your family manage in those times?
4. Where did you live and how did your family come to live there?
5. How many were in your family? Were other people besides immediate family (brothers, sisters, parents) living there with you?
6. Describe your apartment or house.
7. What kind of meals do you remember?
8. Was your clothing store-bought? Homemade? Recycled hand-me-down? Made from feedsacks? Second-hand?
9. How many pairs of shoes did the children typically get in a year?
10. Describe what it was like at the school you attended during the Depression.
11. Who was a memorable teacher and why?

12. What kind of transportation did your family have?
13. What sort of activities did you do for fun/recreation?
14. Tell me about a game you remember playing?
15. What were the prices of a candy bar? A movie? A loaf of bread? A new dress or suit?
16. How old were you when you began to work? Where? Pay?
17. Tell me about a movie from that time period that is memorable and why.
18. Do you remember songs from the Depression years?
19. What were the fashion styles for girls?
20. What were the hairstyles?
21. How often was hair shampooed? What did you use to "suds" up? What was used to set the hair?
22. Do you remember Roosevelt being elected and your family's reaction?
23. What do you remember about the Fireside Chats?
24. What disaster -- besides the Depression -- happened in your town/area during this era?
25. What were some popular slang expressions or old adages you heard often?
26. What advice would you give young people today about the best way to make it through hard times?

[Reproduced from holdings at the Franklin D. Roosevelt Library]

Unit X: The Age of Franklin D. Roosevelt: 1933-1945

Lesson 1

The New Deal Checklist

New Deal Business and Labor

RELIEF **[Stop Pain]**

FERA
CWA
PWA

RECOVERY **[Get Well]**

WPA
NIRA/NRA

REFORM **[Change Ways]**

Wagner Act §7a NIRA
NLRB/FLSA
Social Security

New Deal Farmer

RELIEF **[Stop Pain]**

FCA
Resettlement
CWA
PWA

RECOVERY **[Get Well]**

AAA I
AAA II
NIRA/NRA

REFORM **[Change Ways]**

TVA
REA
NLRB
Social Security

New Deal Housing Market and Homeowners

RELIEF **[Stop Pain]**

HOLC

RECOVERY **[Get Well]**

FHA

REFORM **[Change Ways]**

NHA

New Deal Banks and Stock Market

RELIEF **[Stop Pain]**

Bank Holiday

RECOVERY **[Get Well]**

Abandoning Gold Standard

FSA

REFORM **[Change Ways]**

Glass-Steagall Act
FDIC/FSLIC
SEC

New Deal Young People

RELIEF
[Stop Pain]

CCC

RECOVERY
[Get Well]

NYA

REFORM
[Change Ways]

Social Security

Questions:

1. For what do the initials stand?
2. Who was leader of the program?
3. What did the program do?
4. What group or groups did the program help?

Unit X: The Age of Franklin D. Roosevelt: 1933-1945

Lesson 1

The New Deal: Measures for Relief, Recovery, and Reform

THE NEW DEAL: RELIEF

BANK HOLIDAY: 6 March 1933 -- closed all banks; government then investigated banks and only those that were sound were allowed to reopen.

FEDERAL EMERGENCY RELIEF ASSOCIATION [FERA]: 1933 -- gave direct relief in the form of money as aid to states and localities for distribution to needy. Ultimately FERA distributed about \$3-billion in relief to 8 million families -- one-sixth of the population.

CIVIL WORKS ADMINISTRATION [CWA]: Money to states to build 225,000 miles of roads, 30,000 schools, and 3,700 playing fields and athletic grounds.

PUBLIC WORKS ADMINISTRATION [PWA]: Loans to private industry to build public works such as dams, ports, bridges, sewage plants, government buildings, power plants, airports, hospitals, and other useful projects.

FARM CREDIT ASSOCIATION [FCA]: 1933 -- helped the 40% of farms that were mortgaged by providing low-interest loans (2.25% per year) through a Federal Land Bank for 50-year terms.

CIVILIAN CONSERVATION CORPS [CCC]: 1933 -- provided jobs and relocation for young men (18-25) in rural settings under direction of U.S. Army. CCC workers built public parks, cut fire trails, planted trees, built small dams, helped with flood control, reclaimed ruined land, drained swamps, and helped with conservation.

HOMEOWNERS' LOAN CORPORATION [HOLC]: 1933 -- lowered mortgages to stop foreclosures.

THE NEW DEAL: RECOVERY

ABANDONMENT OF GOLD STANDARD: 1933 -- executive order by FDR making it easier for money to get into circulation. Reconstruction Finance Corporation set new value of gold.

FEDERAL SECURITIES ACT [FSA]: 1933 -- allowed government to investigate stock market.

WORKS PROGRESS ADMINISTRATION [WPA]: 1933 -- established to put men to work on jobs of public usefulness. 5,900 schoolhouses built or repaired; parks, playgrounds, and pools built; roads, streets, and sewage plants built; 1,000 airfields laid out; 2,500 hospitals placed in areas not previously served. WPA also had **FEDERAL ARTS PROJECTS** to provide jobs of cultural usefulness to continue dramas, concerts, writing (guidebooks, local history books, oral histories), murals, and sculptures. These projects kept the American arts alive and vigorous.

NATIONAL INDUSTRIAL RECOVERY ACT [NIRA]: 1933 -- created **NATIONAL RECOVERY ADMINISTRATION [NRA]**, which administered process for devising

industry-wide codes of fair business practices. NRA's symbol was a blue eagle, slogan -- "We Do Our Part." The NIRA's §7a recognized the right of labor to bargain collectively for working hours, wages, and conditions. The NRA was declared unconstitutional by the Supreme Court in 1935 [*Schechter Poultry Corp. v. United States*] -- but §7a (the Wagner Act) survived constitutional challenge. (See below, under **REFORM -- NLRB**.)

AGRICULTURAL ADJUSTMENT ACT [AAA]: 1933 -- limited farm production to help raise prices; paid for by taxing food processors. Declared unconstitutional by Supreme Court in 1936 [*United States v. Butler*]. 1938 -- AAA II enacted, creating the Soil Bank, allotments, parities, surplus controls, farm insurance, and soil conservation districts.

NATIONAL YOUTH ADMINISTRATION [NYA]: 1935 -- helped keep youth in school with 500,000 helped in colleges and 600,000 in high schools provided with jobs.

FEDERAL HOUSING ACT [FHA]: 1934 -- helped repair, rebuild, and insure older homes.

THE NEW DEAL: REFORM

GLASS/STEAGALL ACT -- gave government power to investigate banking conditions, vested greater regulatory powers in Federal Reserve Board.

FEDERAL DEPOSIT INSURANCE CORPORATION [FDIC] -- insured savings of bank depositors and monitored soundness of insured banking institutions.

FEDERAL SAVINGS & LOAN INSURANCE CORPORATION [FSLIC] -- insured savings of depositors in savings & loan institutions and monitored soundness of insured S&Ls.

SECURITIES AND EXCHANGE COMMISSION [SEC]: regulated stock and bond trading; regulated exchanges where stocks and bonds are sold, and legislated requirements for disclosure of fair stock information.

WAGNER ACT created **NATIONAL LABOR RELATIONS BOARD [NLRB]** which reaffirmed labor's rights to bargain for wages, hours, and working conditions, to strike, and to arbitration of grievances.

FAIR LABOR STANDARDS ACT [FLSA]: 1938 -- set minimum wages and maximum working hours.

TENNESSEE VALLEY AUTHORITY [TVA] and **RURAL ELECTRIFICATION AUTHORITY [REA]:** helped to bring electricity to rural "pockets of poverty" that could not afford lines.

SOCIAL SECURITY: Provided for unemployed, aged, dependent, and handicapped. Financed by FICA taxes paid by employee, matched by employer and Federal government.

Unit X: The Age of Franklin D. Roosevelt: 1933-1945

Lesson 1

Franklin D. Roosevelt's First Inaugural Address (4 March 1933)

This great Nation will endure as it has endured, will revive and will prosper. So, first of all, let me assert my firm belief that the only thing we have to fear is fear itself -- nameless, unreasoning, unjustified terror which paralyzes needed efforts to convert retreat into advance. In every dark hour of our national life a leadership of frankness and vigor has met with that understanding and support of the people themselves which is essential to victory. I am convinced that you will again give that support to leadership in these critical days.

In such a spirit on my part and on yours we face our common difficulties. They concern, thank God, only material things. Values have shrunk to fantastic levels; taxes have risen; our ability to pay has fallen; government of all kinds is faced by serious curtailment of income; the means of exchange are frozen in the currents of trade; the withered leaves of industrial enterprise lie on every side; farmers find no markets for their produce; the savings of many years in thousands of families are gone.

More important, a host of unemployed citizens face the grim problem of existence, and an equally great number toil with little return. Only a foolish optimist can deny the dark realities of the moment.

Yet our distress comes from no failure of substance. . . . Nature still offers her bounty and human efforts have multiplied it. Plenty is at our doorstep, but a generous use of it languishes in the very sight of the supply. Primarily this is because rulers of the exchange of mankind's goods have failed through their own stubbornness and their own incompetence . . . Practices of the unscrupulous money changers stand indicted in the court of public opinion, rejected by the hearts and minds of men.

. . .

The money changers have fled from their high seats in the temple of our civilization. We may now restore that temple to the ancient truths. The measure of the restoration lies in the extent to which we apply social values more noble than mere monetary profit. . . .

Restoration calls, however, not for changes in ethics alone. This Nation asks for action, and action now.

Our greatest primary task is to put people to work. This is no unsolvable problem if we face it wisely and courageously. It can be accomplished in part by direct recruiting by the Government itself, treating the task as we would treat the emergency of a war, but at the same time, through this employment, accomplishing greatly needed projects to stimulate and reorganize the use of our natural resources.

Hand in hand with this we must frankly recognize the overbalance of population in our industrial centers and, by engaging on a national scale in a redistribution, endeavor to provide a better use of the land for those best fitted for the land. The task can be helped by definite efforts to raise the values of agricultural products and with this the power to purchase the output of our cities. . . .

Finally, in our progress toward a resumption of work we require two safeguards against a return of the evils of the old order: there must be a strict supervision of all banking and credits and investments, so that there will be an end to speculation with other people's money; and there must be provision for an adequate but sound currency.

These are the lines of attack. I shall presently urge upon a new Congress . . . detailed measures for their fulfillment. . . .

It is to be hoped that the normal balance of Executive and legislative authority may be wholly adequate to meet the unprecedented task before us. But it may be that an unprecedented demand and need for undelayed action may call for temporary departure from that normal balance of public procedure.

I am prepared under my constitutional duty to recommend the measures that a stricken Nation in the midst of a stricken world may require. These measures, or such other measures as the Congress may build out of its experience and wisdom, I shall seek, within my constitutional authority, to bring to speedy adoption.

But in the event that the Congress shall fail to take one of these two courses, and in the event that the national emergency is still critical, I shall not evade the clear course of duty that will then confront me. I shall ask the Congress for the one remaining instrument to meet the crisis -- broad Executive power to wage a war against the emergency, as great as the power that would be given to me if we were in fact invaded by a foreign foe. . . .

. . . The people of the United States have not failed. In their need they have registered a mandate that they want direct, vigorous action. They have asked for discipline and direction under leadership. They have made me the present instrument of their wishes. In the spirit of the gift I take it.

Roosevelt's first inaugural address is considered one of his most inspirational. After reading the above excerpts from his first inaugural address, students should answer the following questions. If possible, secure a recording of the address and use it to help students develop listening skills using the same questions.

1. What nine problems faced the American nation?
2. When FDR said, "The only thing we have to fear is fear itself," what message do you think he was trying to deliver?
3. When the President labels certain rulers as stubborn and incompetent, who are the rulers he has in mind and what had they done to be so labeled by the new President?
4. Given the results of the 1932 election, what was Roosevelt's mandate?
5. What elements did Roosevelt include in his first inaugural address to reassure the American people?
6. Were there any Americans who might oppose the changes proposed by Roosevelt? On what grounds?

Unit X: The Age of Franklin D. Roosevelt: 1933-1945

Lesson 1

Using Political Cartoons

The following objectives presume that students are familiar with the political and philosophical characteristics of the New Deal.

General Objectives

1. Identify factual elements in political cartoons.
2. Explain the meaning of the elements of political cartoons and explain the overall meaning of the cartoon.
3. Identify a cartoonist's point of view, or bias, in a political cartoon.
4. Develop the historical narrative based upon the analysis of several related political cartoons.
5. Analyze numerous cartoons in order to compare interpretations of evidence.
6. Analyze cause and effect suggested by political cartoons.
7. Identify the uses of exaggeration in political cartoons.
8. Analyze the place of humor in political cartoons.

Specific Objectives

After examining accompanying cartoons AA through BB students should

1. Identify specific elements of opposition to the New Deal.
2. Identify the political point of view of a major newspaper.
3. Determine the causes for Roosevelt's Court Reform proposal.
4. Identify the causes for Roosevelt's dissatisfaction with the Supreme Court.
4. Identify the constituencies thought to be the principal recipients of the measures of the New Deal.
5. Identify the class of Americans thought to be villains.
6. Identify the "reforms" being stalled by the Supreme Court.
7. Describe how a sports motif may be used to present a political point of view.
8. Analyze Roosevelt's "Court Packing" plan as a perceived attempt to alter Constitutional separation of powers.
9. Compare and contrast two different points of view presented in a single historical issue.



THE GREAT ENACTMENT- 1937
From the holdings at the FDR Library

AA



BROOKLYN CITIZEN

AB



WASHINGTON STAR
From the holdings at the FDR Library

AC



RICHMOND (VA.) TIMES DISPATCH
JANUARY 8, 1937
From the holdings at the FDR Library

AD

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LOS ANGELES (CAL.) TIMES
FEBRUARY 8, 1937
From the holdings at the FDR Library



COLUMBUS (OHIO) DISPATCH
FEBRUARY 10, 1937
From the holdings at the FDR Library

AE

AF



SACRAMENTO (CAL.) BEE
FEBRUARY 10, 1937
From the holdings at the FDR Library



WATERBURY (CONN.) REPUBLICAN
FEBRUARY 14, 1937
From the holdings at the FDR Library

AG

AH

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PREPARING TO DROP THE PILOT



NEW YORK HERALD TRIBUNE
FEBRUARY 16, 1937
From the holdings at the FDR Library

AI

Looking Toward the Promised Land



BOSTON TRANSCRIPT
MARCH 17, 1937
Reproduced from holdings at the FDR Library

AJ

'This Plan Of Mine--' By Rag Manning
Arizona Republic-Staff Artist



PHOENIX (ARIZ.) REPUBLIC
MARCH 18, 1937
From the holdings at the FDR Library

AK

Making the Blind to See



NEW YORK HERALD-TRIBUNE
MARCH 23, 1937
From the holdings at the FDR Library

AL

AN ABSOLUTE MANDATE?



KANSAS CITY (MO.) STAR
MARCH 23, 1937
From the holdings at the FDR Library

AM

"MAIN ENTRANCE ONLY!"



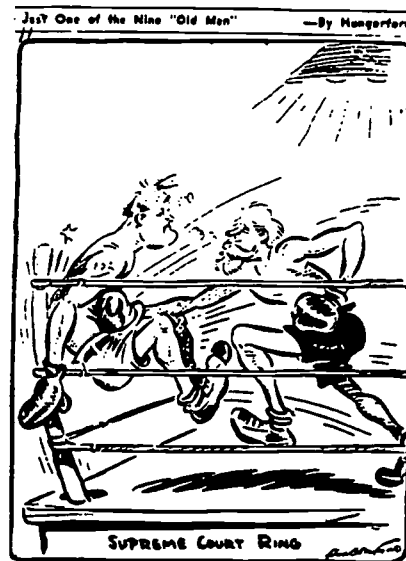
Los Angeles (Cal) Times; March 28, 1937
Reproduced From Holdings at the FDR Library

AN



New York Herald Tribune March 28, 1937
Reproduced From Holdings at the FDR Library

AO



MILWAUKEE WISC SENTINEL
Reproduced From Holdings at the FDR Library

AP

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BRIDGEPORT (CONN.) TELEGRAM
MARCH 28, 1937
From the holdings of the FDR Library

AQ

It's Hardly Necessary To Burn The Whole House Down Just To Roast A Pig



SPRINGFIELD (MO.) NEWS & LEADER
Reproduced from holdings of the FDR Library

AR



EASTER BUSINESS: "BUT PROFESSOR! HOW AM I GOING TO FEED 'EM ALL?"
NEW YORK TIMES
Reproduced from holdings of the FDR Library

AS



New York Herald Tribune March 28, 1937
Reproduced From Holdings at the FDR Library

AT

BEST COPY AVAILABLE

ALL THE KING'S HORSES AND ALL THE KING'S MEN!



LOS ANGELES (CAL.) TIMES March 28, 1937
Reproduced From Holdings at the FDR Library

AU

The Old Trojan Horse Ain't What She Used To Be!



NEW YORK WORLD-TELEGRAM March 30, 1937
Reproduced From Holdings at the FDR Library

AV

BUT HE CAN'T FOOL ALL OF THE PEOPLE ALL OF THE TIME!



LOS ANGELES (CAL.) TIMES
APRIL 1, 1937
Reproduced from holdings at the FDR Library

AW

Peppin' Up The Crew



GLOVERVILLE (N.Y.) LEAD-REPUB.
APRIL 8, 1937
From the holdings at the FDR Library

AX

BEST COPY AVAILABLE



WILMINGTON (DEL.) J. L. EVERY EV
APRIL 8, 1937
Reproduced from holdings at the FDR Library

He Can't Kick About His Cards Nowadays!—By Hungerford



PITTSBURGH (PA.) POST GAZETTE
APRIL 13, 1937
Reproduced from holdings at the FDR Library

AY

AZ



KANSAS CITY (MO.) STAR
APRIL 02, 1937
Reproduced from holdings at the FDR Library

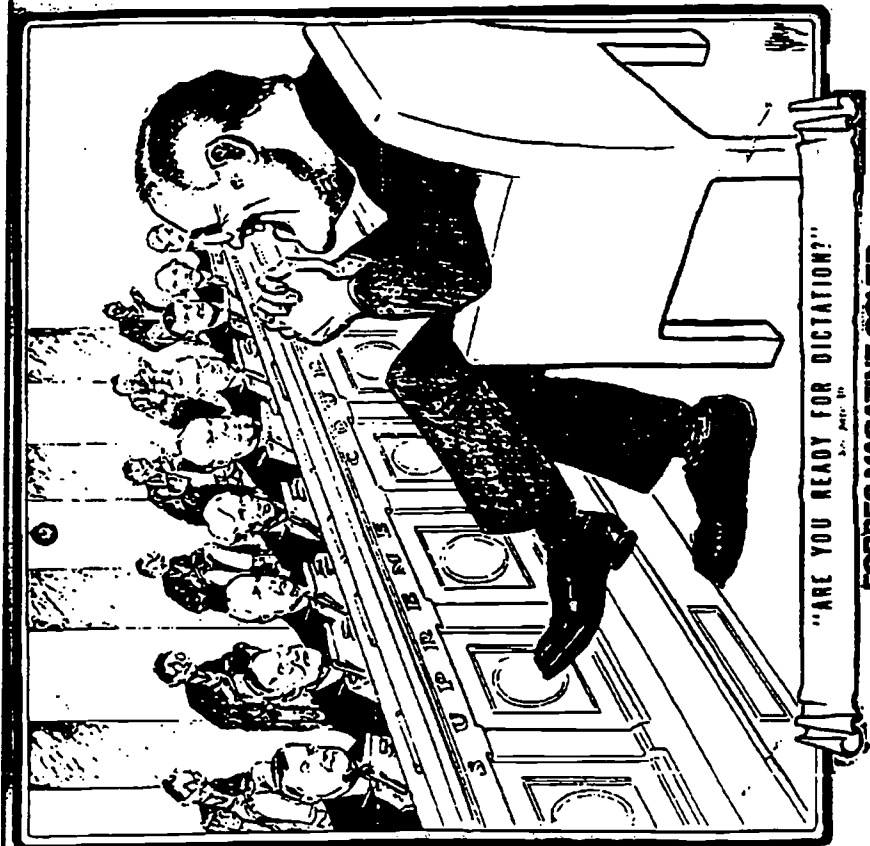


RICHMOND (VA.) TIMES DISPATCH
APRIL 14, 1937
Reproduced from holdings at the FDR Library

Cartoons of the New Deal,
Packing the Supreme Court

Page 7

Project Crossroads



"ARE YOU READY FOR DICTATION?"

FORBES MAGAZINE COVER

APRIL 15, 1937

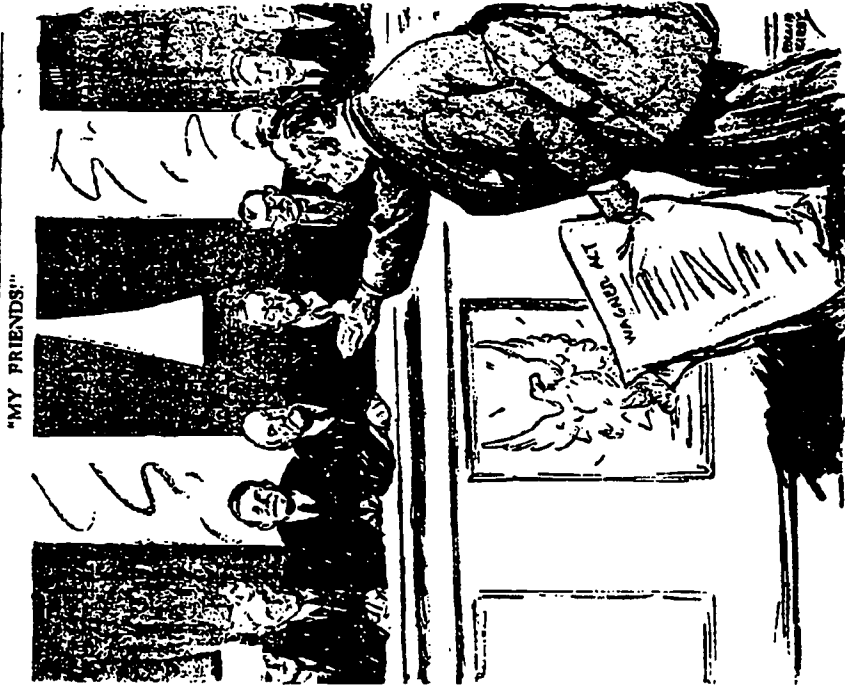
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BA

Cartoons of the New Deal,
Packing the Supreme Court

Page 8

139



"MY FRIENDS,"

APRIL 1937

Reproduced from holdings at the FDR Library

BB

Project Crossroads

140

Unit X: The Age of Franklin D. Roosevelt: 1933-1945

Lesson 2

Major Content/Concepts:

1. The United States reluctantly found itself an increasingly important force in world politics in the 1930s, becoming the leading Allied power in the Second World War.
2. The Second World War unleashed on the world by the Axis powers shattered the lives of millions of people around the world and reached new levels of destructiveness, horror, and cruelty; at the same time, in large part because of the war aims of the United States and its allies, Americans continue to remember that war as "the good war."
3. The development of the atomic bomb by the United States was a triumph of American scientific and technological endeavor; at the same time, the decision by President Harry S Truman to drop the atomic bombs on Japan to end the war in the Pacific was difficult and controversial.

Objectives: The student will be able to:

1. Describe the wartime measures of the Federal government designed to build support on the homefront for the military.
2. Analyze the role of the United States military in World War II in terms of world geography, modern technology, and political and cultural values.
3. Evaluate the political and military strategies that contributed to the decision to drop atomic bombs on Japan.

Suggested lessons/activity:

DAY ONE

1. This activity is structured around a guest speaker who had been active in administering homefront activities during the war. Give the students copies of CROSSROADS Essay X, Part IV, pp. 11-17, as a homework reading assignment in preparation for the visit.
2. From preparatory discussion with the speaker, introduce, as a minimum, the following home-front experience:
 - a. rationing of meats, dairy products, sugar, and other food items (red and blue stamps);

- b. rationing of gasoline and the setting of speed limits of 35 m.p.h. (it may have been even lower in some states);
 - c. banners in windows of homes that sent men to the armed forces (gold stars in the windows of homes with family members who had been killed in battle);
 - d. saving and reprocessing cooking fats, worn tires, metal and paper products (including foil from gum wrappers);
 - e. long waiting lists for new telephone service;
 - f. war bonds and stamps purchased in schools;
 - g. use of world maps in schools, with pins reflecting military positions and symbols denoting Axis and Allied forces, to follow battles in Europe, Africa, and Asia;
 - h. "duck-and-cover" air-raid drills in school;
 - i. war songs and motion pictures, and other propaganda activities;
 - j. CARE packages and cartons for servicemen and servicewomen away from home;
 - k. relatives with friends and relations in the armed forces.
3. Have students select one of these activities for further independent study throughout the remainder of the lesson's activities.

DAY TWO

1. Read "Recollections of a Teenager's War Years." Use the reading as a springboard to a discussion of the following question: "What made it possible for the United States to move from peacetime production to wartime production?"
2. Using wall maps of the world, Africa, Europe, and Asia (use maps of good size so that all students can see the "relief" easily), describe the major geographical characteristics of the areas in which land and sea battles occurred. Ask such questions as the following:
 - a. What geographical factors suggest why naval power was more significant in the Pacific than in the Atlantic?
 - b. How different would tank warfare be in Europe and Africa?

- c. Why would tank warfare be less significant strategically and tactically in the Pacific than in Europe and Africa?
 - d. What geographical factors made the war so prolonged?
 - e. What geographical factors made it possible for German and Japanese submarines to penetrate within the United States' territorial waters?
 - f. Why would the superiority of U.S. aircraft carriers be important in the war against the Japanese?
 - g. Why would the U.S. Navy be eager to sink Japanese aircraft carriers?
3. Ask students to define "propaganda." Explain that propaganda in wartime is an important strategic capability in maintaining morale among both civilians and military forces. Present some examples of propaganda used in the United States either to further the American cause or to injure the cause of the Axis powers -- for example, illustrations of stereotyping, name-calling, slogans, and exaggeration of enemy misdeeds. Have students respond to the question, "To what American values were these examples of propaganda directed?"
 4. Ask students to find the articles in the United States Constitution that gave the President the power to issue executive orders without the consent of Congress.
 5. Summarize (working with students) the lesson in terms of lesson objective number 2.

DAY THREE AND BEYOND

1. Begin the lesson by reading selected excerpts from *The Diary of Anne Frank*, which frames the dilemma faced by the family who took the Franks into hiding. Ask the class to use a taxonomy of values (such as Kohlberg's) in deciding what level of moral development was exemplified in the excerpts.
2. Using CROSSROADS Essay X, part IV, as a base, develop a list of similar instances during the Second World War in which difficult decisions had to be made and in which values played a crucial role: the policy of saturation bombing rather than strategic bombing and the use of atomic bombs are two examples. Students are to judge the value levels used in each decision.
3. The final activity of the unit shifts the decision-making as to acts of war from a moral perspective to political and military perspectives. Locate and distribute the *DBQ for the Second World War: Decision to Drop the Atomic Bomb* (Educational Testing Service, Princeton, NJ) to each student. The student response should be in written form with the criteria used to arrive at his or her judgment made explicit.

Unit X: The Age of Franklin D. Roosevelt: 1933-1945

Lesson 2

RECOLLECTIONS OF A TEENAGER'S WAR YEARS

I remember the day we moved from Ballston Spa, a small village in upstate New York, to Schenectady, fourteen miles south, when my father could no longer find ways to travel from our home to his job at the General Electric Company. (The only car we had was a 1940 Ford sedan which dad totaled following a wedding reception just after Pearl Harbor was bombed by the Japanese.) His was a good-paying job, the first steady employment that I can remember my father even having since the big strike at the Ballston Stillwater Knitting Company. It was right after school had ended -- my freshman year in 1944.

My father worked in the Searchlight Division as an assembler. I remember my father telling us how stupid the engineer and draftsmen were who drew plans independent of one another so that one would draw drill holes in one place and the other would draw them someplace else. He was proud to be a laborer who made the "sensible decision" as to where the holes should be drilled to ensure correct assembly. I never realized how big searchlights were until I saw them being loaded on railway cars. My only recollection was seeing them in newsreels and movies, which always made them seem so small to me. It has always amazed me how you could make such a powerful light.

Schenectady was a big city to me. It had increased in size from 60,000 to over 100,000 during the war with the GE and Alco (American Locomotive Company) plants in full production of war equipment. It had been said that "If GE doesn't make it, it isn't worth making." It certainly was true during the war. My hope was that my father might secure a job in the jet aircraft engine division. But the war ended and he was let go.

At the other end of Erie Boulevard was where they made tanks. I had never seen a real tank until then. As with the searchlights, I had no idea how big and heavy they were until the day I saw them being tested on Aqueduct Road. It's a wonder to me there was any road left. I was truly awed by their power as I watched their slow and methodical movements. How anything could stand in their way was a wonder to my fourteen-year-old brain.

I didn't think about it at the time, but I now think of the marvelous capacity of those two industries to move so quickly from making large electric generators, light bulbs, radios, and steam and diesel locomotives to searchlights, aircraft engines, and tanks.

Unit XI: Leader of the Free World: 1945-1975

Concepts:

"the free world"
"the Communist world"
non-aligned nations
the "Third World"
Iron Curtain
NATO
McCarthyism
subversion
bloc
nonviolent protest
dissent
undeclared war

civil rights
martyr
national security
the Cold War
Warsaw Pact
domino theory
Red Scare
guerrillas
geopolitical
integration
impeachment
executive privilege

Rationale:

As stated in CROSSROADS Essay XI, "this is the period that, for our students, marks the beginning of 'history.'" Nearly all the patterns of individual Americans' lives today -- including those of our students -- were formulated during the three decades following the Second World War. Where we go to school, what we study while there, and the diversity of faces we see in the classroom reflect this period's changes in social and cultural life, politics, law, and technology.

Futhermore, as this is the principal period that shaped the lives of our students' parents, helping our students to develop historical perspective on these three decades has added benefits. It also will enable our students to learn from their parents and give the parents a chance to contribute to their children's education.

There is also no better period than this to demonstrate to students the necessity for individual civic responsibility. In most

high schools, this will be the final year in which study of American history and government is included in the curriculum. For most students, their formal study of American history will terminate with this curriculum. Within two years the students will be eligible to vote in all elections -- national, state, and local. Unit XI provides ample experience and substantive material with which the students can engage, thus seeing the benefits of active citizenship and the hazards of passive citizenship.

NOTE TO TEACHERS:

While oral history is not highlighted within the activities of Unit XI, it should be understood that students ought to draw freely on this method of historical inquiry in their independent research.

Unit XI: Leader of the Free World: 1945-1975

Lesson 1

Major Content/Concept:

Beginning in 1946, the United States and the Soviet Union engaged in a Cold War that led to political and military confrontations around the world.

Objectives: The student will be able to:

1. Explain the ideological, political, and economic interests of the United States and the Soviet Union between 1945 and 1963. Evaluate the interests in terms of their importance in building antagonism between the two nations.
2. Describe a historical interpretation of the Cold War.

Suggested lesson/activities:

1. Explain to students that the years following the end of the Second World War had two different meanings to the ordinary American. At the same time that the right-handed "Joltin' Joe" DiMaggio and the left-handed Ted Williams were becoming legends in the New York Yankees/Boston Red Sox baseball rivalry, movie stars and screenwriters were being blackballed from work and citizens Julius and Ethel Rosenberg were executed as atomic spies, reflecting the diplomatic and military rivalry between the United States and the Union of Soviet Socialist Republics. The average citizen was busy enjoying economic prosperity and the wonders of modern technology while being warned to watch out for the seemingly omnipresent Communist threat.
2. Point out that the first two lessons of the unit take a closer look at these two characteristics of the period, and that, although students will study them separately, they should keep both in mind and realize that both phenomena were occurring at the same time.
3. Tell the students that the next few activities are designed to enable them to answer the following three questions:
 - a. Why did the Cold War between the United States and the Soviet Union develop?
 - b. How and in what ways did the Cold War become a national political issue?
 - c. What was the containment strategy and why was it adopted instead of the alternatives (peaceful coexistence or all-out nuclear war)?

4. Divide the class into seven equal study groups and distribute two "Analysis of Superpower National Interests 1946-1950" resource sheets to each student. Have the groups complete the chart to show a broad view of the national interests of the United States and Soviet Union in the four categories.
5. Distribute two copies of the "Superpower Interests as Factors in Key Cold War Events" resource sheets. Assign each group to investigate one of the seven events. Each group uses the completed sheet from Activity 4 and additional information retrieved from group investigation in other resources to complete the row on the chart for its event. Duplicate the responses for the other six groups.
6. As a collaborative group, complete the tasks identified in the handout "Persuasive Essay: U.S. Cold War Policy Rationale." This activity could also be presented as a debate activity with three different position groups.
7. Complete a document-based question (DBQ) "Origins of the Cold War" as a closure for the lesson.

Unit XI: Leader of the Free World: 1945-1975**Lesson 1*****Table 1: Analysis of Superpower National Interests 1946-1950***

Instructions: Fill in each row and column using information from your research in textbooks, the media center, personal interviews, and other teacher resources.

*[Write name of
superpower here]*

Necessary

Desirable

Convenient

Political

Military/Strategic

Economic

Ideological

Unit XI: Leader of the Free World: 1945-1975

Lesson 1

Table 2: Superpower Interests as Factor in Key Cold War Events

Instructions: Using Table 1 as a resource, explain how each event listed achieved or attempted to achieve superpower national interests as well as its importance in aggravating the conflict. Be sure to specify whether the interest in question was necessary, desirable, or convenient.

<i>[Write name of superpower here]</i>	<i>Economy</i>	<i>Society</i>	<i>Ideology</i>	<i>How aggravated conflict</i>
--	----------------	----------------	-----------------	--------------------------------

Marshall Plan

Berlin
Blockade/Airlift

Soviet Takeover
of Poland, etc.

Soviets occupy
Northern Iran

Truman Doctrine

Korean Conflict

Soviet Aid to Greek rebels

Unit XI: Leader of the Free World: 1945-1975**Lesson 1*****Persuasive Essay: U.S. COLD WAR POLICY RATIONALE***

Instructions: Using the information from both tables as your source, write a persuasive essay that argues the case for one of the policy alternatives below. Your role here is as advisor to President Harry S Truman in 1952. Make sure to consider all factors we have identified: economic, political, ideological, and strategic. After you have made your best case, outline for the President your plans to present this policy to the American people in an acceptable and politically feasible manner.

Alternatives:

1. Military rollback of Soviet territorial gains in Eastern Europe (basically a shooting war between the superpowers).
2. Continue the containment policy as outlined in George Kennan's 1947 memorandum while continuing a military buildup.
3. Unilaterally halt the military buildup. Launch a new diplomatic initiative aimed at establishing lasting peace and friendship between the superpowers.

ESSAY REQUIREMENTS:

1. Analytical thesis statement.
2. At least three factually or logically sound arguments in support of your thesis.
3. Rebuttal of reasonable objections to thesis.

Unit XI: Leader of the Free World: 1945-1975

Lesson 1

DOCUMENT-BASED QUESTION: ORIGINS OF THE COLD WAR

Directions: Using information from the documents and resources listed below, as well as your previous knowledge of the subject, prepare for an in-class debate on the following question:

Some historians argue that the Cold War began because of Soviet aggression followed by American containment policies. Other historians contend that it was America who was aggressive and the Soviets who reacted to protect their interests. What is your evaluation of these two positions?

DOCUMENT A: Soviet Losses in the Second World War

Source: Louis L. Snyder, *The War 1939-45* (New York, 1960).

- * 22-27 million military and civilian dead
- * 25 million homeless civilians
- * 800,000 square miles of productive land destroyed
- * 13,000 railroad bridges destroyed
- * 4,100 railroad stations destroyed
- * 186,000 railway cars and locomotives destroyed
- * most major cities in European Russia destroyed or badly damaged
- * major industrial sites and regions destroyed by retreating German Army

OPERATION BARBAROSSA [German Invasion of Soviet Union]

Origin of attack: staging areas in eastern Poland, Czechoslovakia, Hungary, and Rumania.

Attacking forces: German army with important support from allies -- Hungary, Rumania, and Bulgaria.

* * * *

DOCUMENT B: Interpreting American Foreign Policy

Resource: John W. Spanier, *American Foreign Policy Since World War II* (New York, 1962).

Passage that begins:

The American dream of postwar peace and Big Three [United States, Great Britain, USSR] cooperation was to be shattered as the Soviet Union expanded into Eastern and Central Europe, . . .

DOCUMENT C: Soviet Military Weaknesses

Source: U.S. Intelligence Report (1945)

A 1945 U.S. intelligence report listed Soviet military weaknesses and, after each one, the time required to correct each problem. The report assumed that the Soviets would not risk a major war until these weaknesses had been corrected. Their conclusion was that the Soviets would not risk such a war for about fifteen years.

1. War losses in manpower and industry: **15 years**
2. Lack of technicians: **5 years**
3. Lack of long-range bombers to reach Europe or the United States: **5-10 years**
4. Lack of a modern navy: **15-20 years** for a war involving major naval operations (for example, an attack on the United States)
5. Poor condition of railway and military transportation systems and equipment: **10 years**
6. Adequate preparation of oil, rail and industrial centers against long-range bombers: **5-10 years**
7. Lack of an atomic bomb: **5 years**
8. Resistance in occupied countries: **5 years or less**
9. Military weakness in Asia: **15-20 years**

* * * *

DOCUMENT D: American Involvement

Resource: Donald Kagan, *On the Origins of War* (New York, 1995).

Passage that begins:

The Americans had hopes of reaching a friendly settlement with Stalin, working out remaining disagreements through the United Nations Organization, withdrawing and demobilizing their forces, . . .

* * * *

DOCUMENT E: Propaganda Techniques

Resource: Richard M. Freeland, *The Truman Doctrine and McCarthyism* (New York, 1974).

Passage that begins:

By far the most important propaganda technique of the Truman Administration was the consistent interpretation of major international events primarily in the terminology of the Truman Doctrine. . . .

* * * *

DOCUMENT F: The Truman Doctrine

In February 1947, President Harry S Truman delivered the speech excerpted below to a joint session of Congress. In it, he spelled out his administration's case for sending economic and military aid to the governments of Greece and Turkey. The Greek government was being challenged by a Communist-led and Soviet-supplied guerrilla movement, and Turkey was being pressured by the Soviets to grant increased access for their navy and merchant ships to the Mediterranean through the Dardanelles:

I believe it must be the policy of the US to support free peoples who are resisting attempted subjugation [conquest] by armed minorities or by outside pressures. . . . I believe that our help should be primarily through economic and financial aid which is essential to economic stability and orderly political processes. . . .

It is necessary only to glance at a map to realize that the survival and integrity of the Greek nation are of grave importance in a much wider situation. If Greece should fall under the control of an armed minority, the effect upon its neighbor, Turkey, would be immediate and serious. Confusion and disorder might well spread throughout the entire Middle East. Moreover, the disappearance of Greece as an independent state would have a profound effect upon those countries in Europe whose people are struggling against great difficulties to maintain their freedoms and independence while they repair the damages of war. . . . Collapse of free institutions and loss of independence would be disastrous not only for them but for the rest of the world. . . . Should we fail to aid Greece and Turkey in this fateful hour, the effect will be far-reaching to the West as well as the East.

* * * *

DOCUMENT G

Resource: Georgi M. Kornienko [Soviet expert on US], in *Sources of the Cold War* (1990).

Passage that begins:

In any case, it was simply preposterous to speak in 1950 of the existence of a Soviet plan -- in terms of a practical course of action -- to establish domination over the world or as a start just over the European continent. . . .

* * * *

DOCUMENT H

Resource: Louis Halle [US historian], *The Cold War as History* (1982).

Passage that begins:

If you put a scorpion and a tarantula together in a bottle, the objective of their own self-preservation will impel them to fight each other to the death. For the moment, at least, no understanding between them is possible. . . .

* * * *

DOCUMENT I

Resource: Dean Acheson [Truman's Secretary of State], *Present at the Creation* (1969).

Passage that begins:

It was true and understandable to describe the Russian motivating concept as being that "no state is friendly which is not subservient" and ours that "no state is unfriendly which, in return for respect for its rights, respects the rights of other states." . . .

* * * *

DOCUMENT J

Letter from Secretary of Commerce Henry A. Wallace to President Truman, 23 July 1946.
[NOTE: Truman requested and received Wallace's resignation after reading this letter.]

To the Russians all of the defense and security measures of the Western powers seem to have an aggressive intent. Our actions to expand our military security system -- such steps as extending the Monroe Doctrine to include the arming of the Western Hemisphere nations, our present monopoly of the atomic bomb, our interest in outlying bases and our general support of the British Empire -- appear to them as going far beyond the requirements of defense. I think we might feel the same if the US were the only capitalistic country in the world, and the principal socialistic countries were creating a level of armed strength far exceeding anything in their previous history. From the Russian point of view, also, the granting of a loan to Britain and the lack of tangible results on their request to borrow for rehabilitation purposes may be regarded as another evidence of strengthening of an anti-Soviet bloc.

Finally, our resistance to her attempts to obtain warm water ports and her own security system in the form of "friendly" neighboring states, seems, from the Russian point of view, to clinch the case. After twenty-five years of isolation and after having achieved the status of a major power, Russia believes

that she is entitled to recognition of her new status. Our interest in establishing democracy in Eastern Europe, where democracy by and large has never existed, seems to her an attempt to reestablish the encirclement of unfriendly neighbors which was created after the last war and which might serve as a springboard of still another effort to destroy her.

* * * *

DOCUMENT K

Source: Winston S. Churchill, "Iron Curtain" Speech, 5 March 1946, at Fulton, Missouri.

From Stettin in the Baltic to Trieste in the Adriatic, an iron curtain has descended across the Continent. Behind that line lie all the capitals of the ancient states of Central and Eastern Europe. Warsaw, Berlin, Prague, Budapest, Belgrade, Bucharest and Sofia, all these famous cities and the populations around them lie in what I must call the Soviet sphere, and all are subject in one form or another, not only to Soviet influence but to a very high and, in many cases, increasing measure of control from Moscow.

. . . If now the Soviet Government tries, by separate action, to build up a pro-Communist Germany in their areas, this will cause new serious difficulties in the British and American zones, and will give the defeated Germans the power of putting themselves up to auction between the Soviets and Western Democracies. Whatever conclusions may be drawn from these facts -- and facts they are - this is certainly not the liberated Europe we fought to build up. . . .

Unit XI: Leader of the Free World: 1945-1975

Lesson 2

Major Content/Concept:

Lesson Two is a continuation of Lesson One, moving from the worldwide political and military confrontation at the heart of the Cold War to domestic events and public attitudes towards the Soviet Union and Communism.

Objectives: The student will be able to:

1. Identify and explain major causes of the Red Scare.
2. Evaluate the impact of government and private anti-Communist initiatives in the realm of public discourse during the 1950s and early 1960s.

Suggested lesson/activities:

1. This is an independent-study lesson. The teacher should assume the roles of facilitator and consultant. Distribute the two CROSSROADS Resources for Lesson Two.
2. Allow the students to read the two assignments, and respond to any questions they have.
3. Use the remainder of the period to construct a scoring rubric.

Unit XI: Leader of the Free World: 1945-1975

Lesson 2

ANALYTIC EXERCISE

Cold War Events and Public Attitudes toward Soviet Union and Communism

Directions: List A represents typical attitudes and arguments promoted by the U.S. government, the major news media, and such private organizations as the American Legion and the Daughters of the American Revolution. List B identifies key Cold War events of the Red Scare period. Match items from List B with the appropriate entry in List A, and rank each with a number value on a scale of 1-10.

Example of student reasoning: The Soviet explosion of a nuclear device would provide strong ammunition for those arguing Points 2 and 5. Therefore I'll write this item in after 2 and 5, and give it a 7 out of 10 in both cases, reflecting its importance.

LIST A

1. American Communist spies are betraying important military and scientific secrets to the Soviets.
2. The important political and cultural institutions of our nation are filled with Communists and Communist sympathizers, who are promoting Moscow's views from within.
3. Communists are trying to wipe out democracy, personal liberty, and free enterprise throughout the world.
4. The Soviets are catching up to us technologically and economically and will soon be powerful enough to fight and win a major war.
5. The Communist world is growing in size and strength as free nations are turned into captive ones. Its united strength will soon challenge us at our very doorstep.

LIST B

1. Soviet takeover of Eastern Europe
2. Berlin blockade and airlift
3. Soviet-backed guerrilla war in Greece
4. Soviet explosion of first atomic bomb
5. Soviet explosion of hydrogen bomb
6. Communist takeover in China
7. Korean Conflict
8. Indochina Conflict
9. Alger Hiss trial
10. Klaus Fuchs trial
11. Exposure of US atomic spy ring
12. Rosenberg trial

* * * *

Writing Assignment: You are writing a letter to the editor of your hometown newspaper. Using information from the exercise above, make a case for one of the policies below. As in any persuasive situation, anticipate and reply to sound counter-arguments.

- * FBI surveillance of all known Communists and sympathizers.
- * Exclusion of known Communists and sympathizers from state and federal government jobs.
- * Creation of a Congressional committee to investigate Communist infiltration into political and cultural institutions.
- * Aggressive military action to roll back Communist gains in Europe and Asia, possibly using nuclear weapons.

Unit XI: Leader of the Free World: 1945-1975**Lesson 2****TOPIC EVALUATION****Dramatic narrative/dialogue on the impact of the Cold War**

Directions: In this exercise, you will use previous learning from the topic to synthesize an answer to an open-ended question. You may pick any one of the situations below. Each narrative/dialogue must contain specific factual information from study of the Cold War. An appropriate rubric will be used to evaluate the class presentation.

Question: How would the effects of the Cold War/Red Scare affect the responses of people to the situations below?

Situation 1: A public-school teacher holding a class discussion about the Truman Doctrine in 1960.

Situation 2: A candidate for the United States Congress -- either the Senate or the House of Representatives -- in 1964 explaining to a campaign crowd why his youthful membership in a Communist youth organization during the 1930s was a forgivable mistake.

Situation 3: A U.S. soldier in Vietnam in 1965 explaining to a European journalist why his country is involved in a war there.

Situation 4: A movie producer in 1958 explaining to an Academy Award-winning director who had been blacklisted during the McCarthy era why he can't hire the director to work on a mainstream film.

Situation 5: A 7th-grade teacher in 1960 explaining "duck-and-cover" drills to her students.

Situation 6: A U.S. President in 1963 explaining to a nationwide television audience why a small and strategically insignificant Asian country must be saved from Communism.

Situation 7: A movie producer in 1957 telling one of his writers why a film stressing the U.S.-Soviet alliance in the Second World War will not be made.

Unit XI: Leader of the Free World: 1945-1975

Lesson 3

Major Content/Concept:

Postwar prosperity and the development of new technologies improved the lives of many Americans.

Objectives: The student will be able to:

1. Identify and evaluate reasons for the economic boom of the 1950s.
2. Analyze and evaluate important effects of the 1950s boom on American lifestyles and culture.
3. Draw conclusions about the importance of nuclear weapons in relation to other new technologies of the era.

Suggested lesson/activities:

1. Interview parents in preparation for this activity. From responses obtained from parents or another adult who lived in the 1950s, construct a list of inventions and improvements from the 1950s that had an impact on the lifestyle and culture of the American people. (This list will be used in later activities.)
2. Use textbooks and other sources to complete the CROSSROADS Resource "Role Playing Analysis: Causes and Impacts of the Postwar Economic Boom," parts 1 and 2.
3. Explain to the students that this activity allows them to become researchers of the past using methods of the sociologist. Distribute the CROSSROADS Resource "Impact of Technology on American Cultural, Economic, and Political Life in the 1950s."

Unit XI: Leader of the Free World: 1945-1975**Lesson 3****ROLE-PLAYING ANALYSIS
CAUSES AND IMPACTS OF THE POSTWAR ECONOMIC BOOM**

PART I -- DIRECTIONS: You are President Truman's chief economic advisor. The year is 1947, and the President is concerned that, with the winding down of wartime production and spending, the American economy might slide back into depression. Your assessment predicts years of steady growth, based on long-term trends in both the American and the world political/economic situation. Make your case in a brief "position paper" that outlines your thoughts for the President. Make it brief but complete -- the President is a busy man. Be sure to consider all of the following aspects of the situation:

LONGTERM ECONOMIC TRENDS/FORCES IN U.S. ECONOMY

1. Federal minimum-wage law.
2. Rapid unionization of industrial work force under protection of Wagner Act.
3. Federal GI Bill and readily-available FHA-subsidized mortgages for returning servicemen.
4. Federal Social Security Act and federal welfare programs.
5. Pent-up postwar demand for consumer goods.

WORLD POLITICAL/ECONOMIC SITUATION

1. Reconstruction of Western Europe and Japan under auspices of Marshall Plan
2. Destruction and dislocation of European industry -- particularly damaging to prewar competitors Britain, France, and Germany.
3. General Agreement on Tariffs and Trade/Bretton Woods Conference -- effort, under American sponsorship, to prevent economic upheavals through tariff reduction and currency stabilization.
4. U.S. containment policy against U.S.S.R. -- entailing remobilization of U.S. armed forces, expansion of defense budget, military and economic aid to diverse countries threatened by Communist expansion and/or subversion.

PART II -- DIRECTIONS: You are a feature writer for your local newspaper. The year is 1957, and your editor has assigned you to write a piece detailing how and why the lifestyle and economic situation of a typical local resident has changed in the past twenty years. In your article, feel free to draw on the analysis you completed for Part I. Also, explain the origins and assess the impact of the following economic and cultural developments:

1. Levittown-style suburbs with mass-produced housing.
2. television and mass-media marketing.
3. the vast growth of the automobile culture and its contributions to the construction of extensive highway systems throughout the country.
4. supermarkets, chain stores, and "shopping centers"
5. growth of the "convenience" industry -- fast food, TV dinners, consumer labor-saving appliances.

Unit XI: Leader of the Free World: 1945-1975

Lesson 3

IMPACT OF TECHNOLOGY ON AMERICAN CULTURAL, ECONOMIC, AND POLITICAL LIFE IN THE 1950s

DIRECTIONS

- A. Interview at least five persons who lived during the 1950s and were old enough to understand the impact on their lives of the new inventions and other technological developments of the era.

You may create your own list of questions to ask and response categories if you will not use an open-ended response technique. However, that list of questions and those response categories must cover the same subjects as the following set of questions:

1. *economic impact*: Did this invention create significant new industries or sources of employment or wealth? Did it make existing industries or sources of employment or wealth obsolete?
 2. *cultural impact*: Did this invention cause significant changes in the patterns of life for average Americans? Did it change important aspects of major cultural institutions (such as family, work, inheritance, education, law enforcement)? Was its impact on literature, art, and popular culture significant? Did it give rise to any important social or reform movements, or have a significant impact on existing movements?
 3. *political impact*: Did this invention change America's position in the world to a significant degree? Did it affect the ways that Americans conducted their politics? Did it affect the balance of power between the two political parties? Did it ever become an issue in national politics or a given political campaign?
- B. Summarize your findings and draw conclusions about the impact of technological change in the 1950s.

Unit XI: Leader of the Free World: 1945-1975

Lesson 4

Major Content/Concept:

In the 1950s, African-Americans launched a diverse reform movement under the banner of Civil Rights, pursuing strategies of litigation, political action, and nonviolent resistance to establish their right to equal protection of the laws. This movement ultimately made great strides in achieving civil rights, and inspired other movements such as that for women's rights and equality, but many obstacles have blocked the achievement of full social and economic equality for African-Americans, women, and ethnic minorities such as Hispanic Americans, Asian Americans, and Native Americans.

Objectives: The student will be able to:

1. Understand and evaluate the impact and importance of the 1954 *Brown* decision in civil-rights law.
2. Explain how *Brown* stimulated new activism and approaches to the struggle for equality within the civil-rights community.

Suggested lesson/activities:

1. Students will complete a role-playing exercise as NAACP attorneys, giving them insight into the leverage provided by *Brown* in efforts to dismantle "Jim Crow" segregation.
2. Drawing on the knowledge gained in Activity 1 and other research, students will set up a simulated SCLC/NAACP strategy session sometime in the mid-1960s. The topic of this strategy meeting is the future course of the civil rights movement -- in particular, consideration of workable past and future tactics.
3. Interview an attorney, your state legislator, a member of the American Civil Liberties Union, or some other person knowledgeable about the federal, state, and local laws guaranteeing civil rights enacted between 1954 and 1975. Prepare a poster presentation depicting these measures.
4. Divide the class into five or six equal groups and prepare a roundtable discussion from each group on the following topic: *What are the three most important priorities of the civil rights movement today and what is the best way to achieve them?*

Unit XI: Leader of the Free World: 1945-1975

Lesson 4

ROLE-PLAYING EXERCISE

DIRECTIONS

1. Write a brief summary of the *Brown* case, identifying the important issues in the case, outlining arguments from both sides and explaining the legal and constitutional implications (Fourteenth Amendment, *Plessy v. Ferguson*).
2. As best you can, explain how the *Brown* decision gives (or does not give) blacks leverage to uproot the following facets of legal and *de facto* segregation:
 - * separate but equal university systems;
 - * segregated drinking fountains, swimming pools, and state parks;
 - * segregated restaurants, hotels, retail stores, and private businesses;
 - * race-based restrictions on voting rights (literacy tests, poll taxes, grandfather clauses);
 - * segregated housing (public and private).

Unit XI: Leader of the Free World: 1945-1975

Lesson 4

ROLE-PLAYING EXERCISE Civil Rights Strategy Session

DIRECTIONS: The class (possibly separated into groups representing different viewpoints) prepares for a discussion/debate on the future direction of efforts to destroy segregation. The goal is to reach a majority decision after fully considering the pros and cons of each course of action. The choice of approaches includes:

- * relying on the federal government to enforce existing laws and the *Brown* decision;
- * systematic legal challenges to Jim Crow regulations on a state-by-state basis;
- * direct, public challenges through civil-disobedience campaigns -- including boycotts, sit-ins, and other forms of nonviolent disobedience;
- * working with white Southern political leaders to soften the effects of segregation.

Any worthwhile strategy must successfully address these concerns:

- * determined (and maybe violent) resistance from the Ku Klux Klan and White Citizens' Councils;
- * a change in the composition of the Supreme Court that might make further court action more difficult or impossible;
- * state and local governments' defiance of federal court decisions or legislation;
- * limited funds and resources available to civil-rights groups;
- * potential loss of interest and waning of support from Northern white public, due to unrest and violence generated by civil-disobedience campaigns;
- * potential evaporation of Northern liberal support in Congress for civil rights, in response to constituents' indifference to the civil-rights issue.

Research and write a profile on each of the people listed, making sure to get information about the following important aspects of their careers:

- * their affiliation with a civil-rights organization (NAACP, SCLC, etc.);
- * their status and position within that organization;
- * their general belief system or ideology;
- * their views on the important issues and events of the period (the 1964 Civil Rights Act, riots in Watts and Detroit, school integration, first stirrings of affirmative action, federal anti-poverty programs, black nationalism, the Black Panther Party and the Nation of Islam, economic equality).

When your profiles are finished, choose a moderator who presents the views of the participants on the topic. Produce an audio tape of a roundtable discussion among the eight participants listed. Each student responds to the moderator "in character." Try to write and think "in character" as much as you can, and be sure to give all participants a fair hearing.

TOPIC OF DISCUSSION: *What are the three most important priorities of the civil rights movement, and what is the best way to achieve them?*

PARTICIPANTS

Rev. Dr. Martin Luther King

Malcolm X

Rep. Shirley Chisholm [first black woman in U.S. House of Representatives]

A. Philip Randolph

Rev. Elijah Muhammed, leader of the Nation of Islam

Justice Thurgood Marshall [first black Justice of the U.S. Supreme Court, former leader, NAACP Legal Defense Fund]

Carl Stokes [black mayor of Cleveland, Ohio]

Eldridge Cleaver and George Jackson, members of the Black Panther Party

Prof. Angela Davis

* * * *

With your teacher, devise a scoring rubric for the taped round-table discussion.

Unit XI: Leader of the Free World: 1945-1975

Lesson 5

Major Content/Concept:

The Vietnam Conflict, a bitter struggle between the "free world" and Communist powers for political control of Asia, led to profound and bitter division in the United States.

Objectives: The student will be able to:

1. Understand the Vietnam Conflict as a logical consequence of American Cold War policy, and identify the connections between it and earlier confrontations.
2. Understand the origins and causes of Vietnamese nationalism, and explain why four U.S. administrations consistently underestimated this factor in their strategic planning.
3. Identify and explain the reasons for U.S. military failure in the fight against North Vietnam and the Vietcong, and for American political failure in the effort to build a stable anti-communist bulwark in South Vietnam.
4. Understand why, in the aftermath of obvious collapse of public support for the war, and a winding-down of the military effort that took all bargaining leverage out of U.S. hands, the Nixon administration kept the war going for another four years.
5. Identify and explain the causes for an upsurge in student political activism during this period.

Suggested lesson/activity:

1. Introduce the lesson by asking students to describe any motion picture, videos, or television shows that dramatized the Vietnam Conflict -- either from the war zone or the domestic front. Create a list of themes/topics from the response. Indicate that the activities in the lesson are to be looked at in terms of validating the authenticity of the various dramas they have seen.

Unit XI: Leader of the Free World: 1945-1975

Lesson 5

Part One: Group Research/Oral Presentation/Documents-Based Question activity regarding Vietnam Conflict

General directions for entire activity:

1. Class divides into five equal groups, and each is assigned a topic and given a copy of the relevant worksheet.
2. Each group selects data to answer the questions on its respective worksheet and fills in the blanks. The group then prepares an oral presentation based on information on worksheet.
3. Each student is then given copies of the other four groups' completed worksheets to keep.
4. During each group's presentation, the rest of the class takes notes when appropriate.
5. Using their worksheets, plus notes taken during each presentation students will complete a documents-based question that synthesizes the material from this topic.

Unit XI: Leader of the Free World: 1945-1975

Lesson 5

Group One Worksheet: Vietnam Conflict

GENERAL QUESTION: Why was the U.S. involvement in Vietnam a result of Cold War policies, and how did earlier Cold War events help set the stage?

1. Explain the policy of "containment" adopted by the Truman administration and followed by subsequent US presidents. How did US actions in the following situations follow that policy?
 - * Intervention in Korea
 - * Support of Chinese Nationalist forces
 - * Military and economic aid for French in Indochina

2. From the point of view of Presidents Eisenhower and Kennedy, explain the nature and importance of the Communist threat in Indochina in the 1950s and 1960s. Again from their viewpoint, why were the following actions and ideas of these two presidents useful in understanding and countering the Communist threat?
 - * the domino theory
 - * the comparison of communist aggression to Hitler's aggression in the 1930s
 - * support of Ngo Dinh Diem as the new president of South Vietnam
 - * supporting the cancellation of the UN-mandated national elections in 1956
 - * supplying the new South Vietnamese army with advisors, weapons, and training.
 - * supplying US pilots, planes, and helicopters to assist in anti-Vietcong operations.
 - * funding the "strategic hamlet" program to relocate villagers to more modern, more easily protected villages.

Additional notes from other presentations, etc.:

Unit XI: Leader of the Free World: 1945-1975

Lesson 5

Group Two Worksheet: Vietnam Conflict

GENERAL QUESTION: Why were the Vietnamese Communists motivated to fight so fiercely for their cause, and why did the U.S. underestimate their determination?

1. Define "nationalism." Why would the events below contribute to an especially strong sense of national identity and commitment to defend that identity?
 - * Repeated Chinese invasions, colonization, and attempts to wipe out Vietnamese culture.
 - * Vietnamese defeats of huge, powerful Chinese invading forces through surprise, guerrilla warfare, and superior strategy.
 - * French invasion and colonization.
 - * Vietnamese defeats of huge, powerful Chinese invading forces through surprise, guerrilla warfare, and superior strategy.

2. Consider the factors below in explaining why U.S. policymakers might have underestimated the staying power of the Vietnamese in a prolonged conflict.
 - * comparison of US GNP to Vietnamese GNP.
 - * comparison of US population to Vietnamese population.
 - * comparison of US armed forces to Vietnamese armed forces -- on both qualitative and quantitative basis.
 - * US possession of nuclear weapons.
 - * comparison of US technological level to Vietnamese technological level.
 - * US perception of rightness of anti-Communist cause and morale benefits for US forces.

Additional notes from other presentations, etc.:

Unit XI: Leader of the Free World: 1945-1975

Lesson 5

Group Three Worksheet: Vietnam Conflict

GENERAL QUESTION: Why did the U.S. fail to defeat the Vietcong guerrillas and their North Vietnamese allies, and fail to build a stable anti-communist government in South Vietnam?

1. Explain why, despite overwhelming military, economic, and technological superiority, the U.S. military effort failed to achieve its goals. Consider the following points:
 - * the climate and terrain of Vietnam.
 - * the effect of U.S. "search and destroy" tactics on the civilian population.
 - * the U.S. strategy of "graduated response," or slow buildup of troops and intensity of combat in response to enemy actions.
 - * usefulness of U.S. technology *versus* a "low-tech" opponent who met most of its military needs through supply by China and the U.S.S.R.
 - * motivation of U.S. forces *versus* motivation of Vietnamese forces.

2. The U.S.-backed South Vietnamese government was corrupt and ineffective -- despite strenuous U.S. efforts to reform and strengthen it. Why? Consider these factors.
 - * the reputation of Ho Chi Minh as a nationalist leader versus the reputations of such South Vietnamese leaders as Diem, Ky, and Thieu.
 - * the priorities and interests of the U.S. in picking South Vietnamese leaders.
 - * the priorities and interests of South Vietnamese leaders while in office.
 - * the image of South Vietnamese leaders in the eyes of the people of South Vietnam.

Additional notes from other presentations, etc.:

Unit XI: Leader of the Free World: 1945-1975

Lesson 5

Group Four Worksheet: Vietnam Conflict

GENERAL QUESTION: Why did the Nixon administration keep the war going for four years even after it was clear that we had lost?

1. Why had public support for the war collapsed, making a military defeat inevitable? Consider the following points:

- * the military and political outcome of the 1968 Tet Offensive.
- * the effect on public opinion of the "credibility gap" between the Johnson administration's public statements and the reality on the ground in Vietnam.
- * the uncertainty of U.S. policymakers about the war's projected length and cost.
- * the rise of a large and vocal antiwar movement.

2. Despite defeat and collapse of public support, why did the Nixon administration choose to continue the war? Consider the following points:

- * the difficulties of negotiating a reasonable peace agreement from a position of military weakness (steady U.S. troop withdrawals),
- * pressure from hawkish politicians and citizens of both parties to continue the war.
- * the effect of a withdrawal from Vietnam, and a likely Communist victory thereafter, on U.S. credibility as leader of the free world
- * Nixon's concern for his personal prestige and historical reputation.

Additional notes from other presentations, etc.:

Unit XI: Leader of the Free World: 1945-1975

Lesson 5

Group Five Worksheet: Vietnam Conflict

GENERAL QUESTION: Why did the 1960s and 1970s see a huge upsurge in student activism?

1. Was this activism rooted in the origin of the "baby boom" generation in the 1950s? Consider the following points:
 - * the demographic size of the 1960s generation.
 - * the expectations raised among America's young people by the prosperity of the 1950s and 1960s.
 - * the effect of the 1950s' culture of political and social conformity.
 - * the image held by children during the 1950s of major American institutions (government, the military, education).

2. How did the following events contribute to the radicalization of a significant minority of American youth?
 - * Freedom Summer and student work in the civil rights struggles of the early 1960s,
 - * the Free Speech movement at the University of California at Berkeley.
 - * the military draft and resistance to the draft.
 - * the steady escalation of the Vietnam Conflict.
 - * the Chicago Democratic Convention of 1968.
 - * the Cambodia incursions and the Kent State killings in 1970.
 - * the revelation of the secret bombings in Cambodia and Laos.

Additional notes from other presentations, etc.:

Unit XI: Leader of the Free World: 1945-1975

Lesson 5

Documents-Based Activity on the Vietnam Conflict

DIRECTIONS: Using copies of the worksheets prepared by other groups, your own group's work, and any additional notes on presentations, etc., prepare a written evaluation of the following statement:

What made US involvement in Vietnam a tragedy was not the initial intent to save South Vietnam from Communism, but the persistence in mistaken efforts to achieve this goal long past the point where irreversible damage to U.S. society and institutions had occurred.

This is not a persuasive essay, so please do not take only one side to defend and disregard conflicting evidence.

Unit XI: Leader of the Free World: 1945-1975

Lesson 6

Major Content/Concept:

A succession of hammer-blows between 1963 and 1974 -- the assassinations of President John F. Kennedy, Malcolm X, and Rev. Martin Luther King, Jr.; the collapse of the administration of President Lyndon B. Johnson in 1968; and the Watergate crisis that drove President Richard Nixon from office in 1974 -- shattered Americans' confidence in the nation's future.

Objectives: The student will be able to:

1. Assemble and absorb a chronology of events, from the Kennedy assassination through the resignation of Richard Nixon, that sparked among the American people a growing concern about the power given to the Presidency and the overall effectiveness and trustworthiness of government.
2. Demonstrate that a governmental crisis can reveal the sophisticated ways in which politics is conducted in a complex representative democracy.
3. Describe and analyze the role that one of the following groups or constituencies played in the Watergate crisis -- the press, the judiciary, party organizations, Congress, and the Special Prosecutor's office.
4. Provide evidence to demonstrate an understanding of the long-term impact of the Watergate scandal on the institution of the Presidency and the constitutional system.

Suggested lesson/activities:

1. Play the song "Where Have All the Flowers Gone?" and ask students to describe who or what the flowers are; what the lyrics are asking us to recall; and why the songwriter used flowers as a metaphor for life.
2. Divide the class into five study groups. Write Objectives Two and Three on the chalkboard or use an overhead projector to display them. Explain that the activity is designed to construct a classroom bulletin-board that presents a schematic diagram of the various elements of the Watergate conspiracy. Distribute the CROSSROADS Resource "Watergate and the Political System." Assign groups to one of the constituencies or groups given in Objective Three.

3. This Activity, which explores the long-term effects of the Watergate crisis on the Presidency and the constitutional system, should take place concurrently with Activity Two. Therefore, distribute the CROSSROADS Resource "Watergate's Long-Term Effects on the Presidency and the Constitutional System" along with the CROSSROADS Resource "Watergate and the Political System."
4. Work with students to construct scoring rubrics for assessing their attainment of Objectives Two through Four.

Unit XI: Leader of the Free World: 1945-1975

Lesson 6

TO THE STUDENT: Your role in this activity is to describe and analyze the role that your constituency played in the Watergate affair.

DIRECTIONS:

- 1 On a good-sized piece of posterboard, oaktag, or construction paper, draw a time-line of events in the Watergate affair from the break-in discovered on 17 June 1972 through the cover-up, investigations, and prosecutions, and culminating with President Gerald Ford's pardon of former President Richard Nixon on 8 September 1974.
2. Within each segment of the time-line, describe the ways that your constituency took part in events, your constituency's purposes and goals, and the other groups or constituencies with which you were involved. Design a flow-chart of these interactions, using an array of well-defined geometric shapes to represent each of the five major constituencies and different kinds of lines (solid, dotted, dashed, and so forth) to represent different kinds of interactions among the groups.
3. Following the completion of your chart, you will be asked to assist the class in creating a large classroom display that clarifies the following:

In the exposure, investigation, and prosecution of the Watergate break-in and cover-up, the Congress, the judiciary, and the prosecutors carried out their constitutionally-mandated roles, and the press performed the vital watchdog function envisioned by the founders of the American republic.

Unit XI: Leader of the Free World: 1945-1975**Lesson 6****WATERGATE'S LONG-TERM EFFECTS ON THE PRESIDENCY
AND THE CONSTITUTIONAL SYSTEM**

DIRECTIONS: Watergate has been considered a watershed event in the history of the American Presidency and the constitutional system, marking the reversal of a trend toward concentrating power in the hands of the President and bringing in its wake other changes in the status of the Presidency and the other institutions of the constitutional system.

Throughout the year, you have used Document-Based Questions to analyze primary and secondary sources to answer specific questions. This activity reverses that process, challenging you to construct the base of documents for others to use later. In a sense, you are designing a test for future students.

Collect information from newspapers, magazines, and other print media over the past twenty years that is evidence of the following facts (which you will assume to be true):

1. There was a reversal of the trend of concentrating power and initiative in the Presidency.
2. The public developed a growing suspicion of government as a corrupt and dishonest entity hostile to the people.
3. The press became ever-more aggressive in its scrutiny of government officials and the political process.

Refer as well to the earlier Document-Based Question: Origins of the Cold War (Lesson 1 of this Unit) as an example of what your response to this activity should look like when completed.

Unit XII: A Nation in Quandary, 1975 -- Present

Concepts:

affirmative action
fundamentalism
malaise
"Moral Majority"
downsizing
realignment

environmentalism
balanced budget
conservatism
culture wars
New World Order
amending process

Rationale:

The investigation of current public issues in this culminating unit exposes the students to topics with which they will continue to deal in the years that follow.

It is hoped that, by the study of key issues and problems pertaining to American society, economy, government, and relationships with the rest of the world, students will cap their study of American history by developing an understanding of where we are, how we got there, and, perhaps, where we are going.

Major Concepts:

1. The succession of political and economic crises that dominated the 1970s continued to undermine Americans' faith in their political and economic systems.
2. In the 1980s, American politics and society experienced a profound conservative shift in values and political assumptions that, for the first time in half a century, questioned the basic assumptions of American public life.
3. The American economic system continued to experience relative decline when compared with the economies of the Pacific Rim nations such as Japan and South Korea -- in particular, declines in the strength and competitiveness of American manufacturing industries.
4. The collapse of the Soviet Union in 1989-1991 and the overthrow of Communist governments throughout Eastern Europe transformed the face of world politics and brought an end to the Cold War, but the United States, the world's last superpower, struggled to define its place in world affairs and to work with other nations to devise a structure of world politics to succeed the Cold-War split between the Free World and the Communist bloc.
5. American politics became increasingly volatile in the 1980s and 1990s, as the electorate saw-sawed between its perennial distrust of big, centralized government and its abiding desire that government help solve such major national problems as that of health care and care for the elderly.

Unit XII: A Nation in Quandary, 1975 -- Present

Note to the Teacher:

Unit XII is designed to analyze the great complexity of forces and events that have influenced the character of American society, economy, and politics since 1975. It attempts to explain the nature of American society in the modern era and the problems the American people need to solve.

The curriculum exposes students to the changing character of American institutions and life since 1975, and what has happened over that time to make the political, economic, cultural, and social situation what it is today. In this period, Americans began to question the continuing success of the American economy and society and whether America's problems can be solved by the application of government power.

This curriculum unit uses the presidents of that era, and their responses to the nagging array of problems and issues, as the framework for organizing the historical study of this period.

Unit XII: A Nation in Quandary, 1975 -- Present

Lesson 1

Major Content/Concept:

All five of the Unit Content/Concept statements should be considered within this introductory lesson.

Objectives: The student will be able to:

1. Develop a list of major problems facing American government and society today, based on a reading of CROSSROADS Essay XII.
2. Select a major problem of interest and identify the factors related to the problem.
3. Formulate a tentative hypothesis as to which factors may have been the cause(s) of the problem.
4. Devise an historical study -- and, in particular, an array of kinds of data drawn from the presidencies from the period 1975-1993 (Ford through Bush) to test the hypothesis.

Suggested lesson/activities:

1. It is assumed that students have read CROSSROADS Essay XII and are prepared to examine the problems that Americans face today. Spend a few minutes allowing students to define the problems identified in this essay in their own terms.
2. Distribute an outline of the methodology of historical inquiry. Have students select a problem from the first activity of interest to them which they will study during the remainder of the unit. Carefully describe each of the steps in the procedure of historical inquiry.
3. Discuss the ways in which each student can assist other students by providing data related to their study through daily postings on a summary information bulletin board. In this way, students will develop a grasp of collaborative research efforts.
4. Use the remainder of the period for students to use their textbooks and CROSSROADS Essay XII to define their chosen problem more clearly and develop their processes of research and analysis.
5. Remind students that oral history is a valuable methodology, but that it still requires the rigor of overall historical research methodologies.

6. Emphasize that the entire period from 1975 to the present must be the research base from which students will extract data.
7. Although it may not be either necessary or advisable to bring the class together at the period's end each day, it would be a good procedure to establish closure at critical points in the inquiry. One way to do this is as follows: After all problems have been identified, produce a unit schedule when the progress of students in exploring a set of problems can be summarized for the whole class.



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